DOCUMENT RESUME

ED 274 770 AA 001 156

Resources in Education (RIE). Volume 22, Number 3.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 274 783 CE 045 105

Dilbaitis, Gary J.; And Others
Find It; Get It; Keep It: A Pre-Employment Skills Curriculum for the Special Needs Individual.
Springfield School District 186, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 1 Jul 86
NOTE- 556p.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Disabilities; Employment Opportunities; Employment Practices; *Equal Opportunities (Jobs); Job Application; *Job Search Methods; Learning Activities; Lesson Plans; *Prevocational Education; Promotion (Occupational); Resumes (Personal); Secondary Education; *Special Education; Test Wiseness; *Vocational Adjustment

This guide is intended for use in a prevocational class for special needs students. Included in the guide are the following components: an introduction that discusses the content of the curriculum and its use as a main textbook, supplementary material, or element in an individualized education program (IEP); a 12-unit curriculum; answer keys for the instructional units; unit tests; test answers; and a 200-item question assessment and answer key. Addressed in the individual units of the curriculum are the following topics: sources of employment, resumes, initial contact with employers, job applications, employment tests, job interviews, rejection shock, things to do after being hired, job survival, job advancement, termination of employment, and equal employment opportunity. Each unit contains some or all of the following: directions for students, lesson objectives and rationales, student actions, lists of needed supplies, vocabulary words and meanings, learning activities, instructional text, and performance checks. (MN)

DOCUMENT RESUME

ED 274 797 CE 045 161

Curtis, Carroll A.
Using Labor Market Data for Program Planning.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 10 Sep 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Planning; *Labor Market; *Labor Needs; *Labor Supply; Occupational Information; Postsecondary Education; *Program Development; Secondary Education; *Vocational Education
IDENTIFIERS- *Occupational Information System

The principle of supply and demand has been chosen to capture and present quantitatively an important data source for describing employment potential. The Pennsylvania State Occupational Information Coordinating Committee has developed an Occupational Information System (OIS) and companion microcomputer version (Micro-OIS). This system contains data on the demand for workers (a prediction of annual anticipated job openings for specific occupations) and supply of workers (actual data from completers of formal training programs). To use this information, educational planners need to understand the structure of the published data. Program planning starts with an inventory of students. The educational planner can then take an inventory of the universe of occupations including the employers who provide the work. This occupational inventory of local employment options must include specific information on employers, recruitment methods, worker skills, and the way to learn these skills. Finally, the planner needs to take an inventory of the universe of educational programs including resources available to be committed to educational programs. (Checklists are provided to aid the planner in deciding when to establish a new vocational program or terminate an existing one.) (YLB)

DOCUMENT RESUME

ED 274 812 CE 045 182

Pawasarat, John; Quinn, Lois M.
The GED as a Measure of Readiness for Employment.
Wisconsin Univ., Milwaukee, Employment & Training Inst.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Apprenticeships; Building Trades; *Educational Certificates; Employer Attitudes; *Employment Practices; *Employment Qualifications; *High School Equivalency Programs; Reading Achievement; *Student Certification; Trade and Industrial Education
IDENTIFIERS- *General Educational Development Tests

This study examined the use of the General Educational Development (GED) credential as a measure of readiness for employment. Section I provides a summary of research in this area. The literature review revealed that very little research is available on how employers treat the GED when hiring and promoting employees, that GED holders in the U.S. Armed Forces have poor attrition rates, and that GED holders expected and found better jobs. Section II presents results of a random sample of 2,253 Wisconsin employers for attitudes toward the GED and hiring practices. Findings show the GED credential is well received and considered by most employers to be equivalent to a high school diploma. Section III reports a survey of 13 apprenticeship committees in the Milwaukee area. Findings indicate that construction trades surveyed accept the GED holder for apprenticeship programs (except the electricians who require a high school diploma), but most also require a 10th- to 11th-grade reading level. Section IV examines the experience of GED holders applying for three entry-level positions with county government. (Data on the reading scores of 166 GED holders receiving general assistance payments are briefly analyzed. Appendixes include survey instruments; a list of criteria used by Wisconsin Department of Industry, Labor, and Human Relations for annual wage survey; hourly wages and job titles for GED holders hired in 1985; the education and work experience required for

positions with Milwaukee County; and a three-page list of references. (YLB)

DOCUMENT RESUME

ED 274 826 CE 045 199

A Call to Action: A Report of the National Conference on Continuing Professional Education (University Park, Pennsylvania, September 28-October 1, 1986).

Kellogg Foundation, Battle Creek, Mich.; Pennsylvania State Univ., University Park. Planning Studies in Continuing Education.

PUB DATE- 86

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Educators; *Delivery Systems; *Educational Cooperation; Educational Finance; *Educational Planning; *Futures (of Society); Higher Education; Industry; Interprofessional Relationship; Needs Assessment; *Professional Continuing Education; *School Business Relationship; Technological Advancement

The goal of this conference was to develop a national agenda for continuing professional education. Leaders from higher education, professional associations, business, industry, and government convened to discuss issues germane to the field and to establish a communication network to address those issues in the future. The conference was designed as a working meeting. A keynote address set the tone. Three general sessions were devoted to major issues: roles of continuing professional education providers, academic/industry partnerships, and delivery systems for continuing professional education. Each general session was followed by a series of small group discussion sessions that offered ample opportunities for exchange of ideas. The conference concluded with the development of small focus groups of 8 to 10 participants from various professions and representing different types of providers. The 10 focus groups were to deal with these topics identified from the small group discussion sessions: develop continuing professional education mindware, identify components of a usable cross-professional data base, explore the range of potential needs assessment methods, build collaborative relationships among providers, explore the technology twist, identify megatrends continuing professional education must address, educate the whole person in every setting, determine the kind of educators professionals need and who should pay, and develop interprofessional collaboration. (YLB)

DOCUMENT RESUME

ED 274 839 CE 045 223

Hendrix, Mary W.
Occupational Orientation Teacher's Handbook.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 249p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. OI-114-TG: $12.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Counseling; *Career Exploration; *Careers; *Classroom Techniques; Individual Needs; Information Sources; Learning Activities; *Occupational Information; Orientation Materials; *Program Development; Public Relations; Records (Forms); Resource Materials; Secondary Education; Sex Fairness; Sex Stereotypes; Teacher Certification; *Teaching Methods
IDENTIFIERS- Special Needs Students

This handbook is designed to help teachers establish and maintain an occupational orientation program. The 10 chapters contain information on the following topics: (1) "What Is Occupational Orientation?" (2) "What Is Vocational Education?" (3) "How Do I Obtain Occupational Orientation Teacher Ceritfication?" (4) "What Rules and Regulations Affect Me and/or My Program?" (5) "How Do I Keep Abreast of All the Changes?" (6) What Makes an Effective Occupational Orientation Teacher?" (7) "How Do I Establish and Maintain Positive Public Relations?" (8) "What Is the Purpose of an Advisory Council?" (9) "How Do I Organize My Program?" and (10) "How Do I Obtain Career Guidance Materials?" Besides containing guidelines and information sheets directed toward occupational orientation teachers, the handbook also includes many classroom-use materials such as activity sheets, sample forms and certificates, student learning outcomes, a sample student occupational interest survey, and detailed forms and instructions for use in developing and maintaining a file of local career resources. The chapter on developing an effective occupational orientation program includes information on teaching regular classroom and special needs students, eliminating sex stereotyping, and maintaining class control. (MN)

DOCUMENT RESUME

ED 274 855 CE 045 253

Grigsby, James; Somerville, Sarah
Using the Microprocessor to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner. Vocational Guidance and Counseling Project. Final Report.
Germanna Community Coll., Locust Grove, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 2 Aug 86
NOTE- 22p.
CONTRACT- VA-86-1-113-GC-001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Students; Adult Vocational Education; *Career Choice; Career Counseling; Career Education; *Career Guidance; Community Colleges; *Computer Orienteo Programs; Computer Software; Counselor Training; Information Dissemination; Inservice Education; Microcomputers; Minority Groups; *Nontraditional Students; *Occupational Information; Two Year Colleges; Vocational Education
IDENTIFIERS- *System of Interactive Guidance and Info Plus

A project was initiated to provide a means of assisting nontraditional community college students with an area of special need--career selection. An IBM PC-XT microcomputer was purchased, and Educational Testing Services SIGI (System of Interactive Guidance Information) Plus career search software was leased to disseminate vocational education information for the adult and nontraditional student. Counseling staff worked individually with minority students to introduce them to SIGI Plus. All counselors were trained in the use of SIGI Plus; faculty members were introduced to it. Activities using SIGI Plus were incorporated into some courses by faculty and into the new student orientation classes. Area and state employers were invited to use SIGI Plus in whatever way appropriate for their organizations. An evaluation found that users of SIGI Plus perceived it to be a positive experience that was helpful and accurate in reflecting self-perception of values, interests, and career choices. (Appendixes include a brochure on SIGI Plus, faculty and student

questionnaires, and correspondence.) (YLB)

DOCUMENT RESUME

ED 274 869 CE 045 327

The Chicago Coalition for Education and Training for Employment (CCETE) Project of the Education Network for Older Adults (ENOA). Executive Summary.

Education Network for Older Adults, Chicago, Ill.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 30 Jul 86

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Annual Reports; Directories; Educational Opportunities; *Employment Programs; Employment Services; *Entrepreneurship; Information Dissemination; Information Networks; Information Sources; Linking Agents; *Minority Groups; *Older Adults; Postsecondary Education; Program Content; Program Implementation; Research Projects; Seminars; *Workshops

IDENTIFIERS- Illinois (Chicago)

This report contains an outline of the major activities of the Chicago Coalition for Education and Training for Employment (CCETE) program during the period from July 1, 1985, to June 30, 1986; a description of and materials from the CCETE's Minority Entrepreneurship (ME) Program; and a detailed description of the structure, organization, objectives, accomplishments, and recommendations of the CCETE program. The following are among the 12 CCETE activities described: the Chicago Coalition Task Force (a task force consisting of key representatives of business, industry, education, government, and philanthropy that serves the CCETE); the ME Program (a neighborhood entrepreneurial seminar program that provides training for aspiring and new entrepreneurs outside the framework of the traditional, regularly scheduled class); seminar and workshop presentations to promote entrepreneurial meetings; the Education and Training Needs Research Program (which is dedicated to the study of adult vocational education); the Educational Institutional Directory of Adult Vocational Education Programs in Chicago Research Project (which has compiled and published a comprehensive cross-referenced directory to assist the CCETE and its parent organization, the Education Network for Older Adults

ENOA); the Older Adult/After-School Project (which interlinks ENOA with the CCETE); and the Emerging Employability Areas and Opportunities Research Program. Included along with the report are brochures describing the Senior Awareness '86 Expo, the ME Program, and the Older Adult/After-School Project. (MN)

DOCUMENT RESUME

ED 274 882 CG 019 386

Wolchik, Sharlene A.; And Others
Fathers' Social Support among Children of Divorce.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- NIMH-P50-MH-39246
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Children; *Divorce; Emotional Adjustment; Family Problems; *Fathers; *Parent Child Relationship; *Parent Role; Social Networks; *Social Support Groups

The role of the social network in adjustment takes on greater significance during the aftermath of divorce because of the many changes these networks undergo as a result of divorce. For most children of divorce, the father-child relationship changes dramatically and thus transactions within this relationship may be particularly impactful. This study examined the type of support children who reside primarily with their mothers received from fathers. Subjects (n=110) were children whose parents had divorced within the past 30 months. Children reported on the social support and interparental conflict they had experienced during the 3 months prior to the interview. Five categories of supportive transactions were measured: recreation, advice, goods and services, emotional support, and positive feedback. The results revealed that fathers played a relatively minor role in children's support networks. One-sixth of the children did not list fathers as providing any support. Forty percent had not received advice from fathers and most fathers had not provided emotional support. Mothers had provided significantly more support than fathers. Fathers' support was correlated positively with children's self-esteem. Provision of goods and services and positive feedback were especially important types of support. Higher levels of interparental conflict were significantly associated with children's symptomatology of depression, hostility, and anxiety. Enhancing the father-child relationship and diminishing acrimony between the divorcing couple might be important components of intervention programs. (ABL)

DOCUMENT RESUME

ED 274 896 CG 019 400

Dubois, Nelson F.
A Review of the Research on Notetaking from Lecture: Some New Directions to Investigate.
PUB DATE- 22 Aug 86
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Research; *Lecture Method; *Notetaking; *Research Methodology; *Validity; *Writing Skills

Rather than presenting another major review on research on notetaking from lecture, the purpose of this document is to synthesize the results of this research and to suggest future research directions. First, the historical roots of the current "notetaking from lecture/review" research paradigm are identified. Second, the research on notetaking from lecture and the processes of review is summarized. Such issues as the relative merits of notetaking versus listening, notetaking versus review, instructor's notes versus students' notes, different levels of review, notetaking efficiency, the teaching of notetaking strategies, and the conditions in a lecture that facilitate good notetaking are delineated. Third, a cognitive information processing model of notetaking is proposed. The model is used to critique the research and to propose new directions for research. The main conclusion of the review is that the research had failed to investigate instructionally relevant variables in ecologically valid contexts. A 55-item reference list is appended. (Author/ABL)

DOCUMENT RESUME

ED 274 913 CG 019 417

Weenolsen, Patricia
Life and Self Meaning: The Process of Their Creation.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Existentialism; Females; Humanism; *Individual Differences; Models; *Psychological Patterns
IDENTIFIERS- Life Meaning; Life Span Development; *Loss; *Transcendence

Research has not addressed issues of life meaning in a life-span developmental framework. The Loss and Transcendence paradigm was developed as a humanistic-existential approach to life-span development which has as its central theme the concept that individuals are in a continuous process of creating their lives and their selves. To explore loss and transcendence over the life-span, 48 women aged 25-67 were interviewed with the Loss and Transcendence Life History Form. Eleven issues regarding life meaning were investigated, including what is meant by life meaning, the prevalence of the belief in life meaning, whether life meaning is found or created, the relationship between belief in meaning and one's orientation to loss or transcendence, and whether a taxonomy of meaning can be found. The majority of respondents reported feeling that life had meaning. The results revealed that: (1) individuals throughout their life reviews demonstrated orientations to either loss or transcendence; (2) individuals exhibited patterns of losses and transcendence over their lives; (3) networks of events, thoughts, and feelings represented death and life to respondents; and (4) grieving, searching, replacing, and reintegrating were all stages of the loss and transcendence process. Qualitative analysis revealed four different types of self, and loss and transcendence were traced for individuals over their life spans. These findings hold significance for an existential life-span developmental paradigm. (NB)

DOCUMENT RESUME

ED 274 928 CG 019 432

McElfresh, Thomas A.
Psychotherapy Supervision: A Model for Professional Training.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Educators; *Counselor Training; Educational Methods; Higher Education; Models; *Psychotherapy; *Student Needs; Supervision; *Supervisory Methods

Effective psychotherapy supervision calls for a variety of supervisory roles and addresses a range of student needs. The particular student need should be the determining factor in selecting an appropriate supervisory role. The supervisor needs a range of role alternatives, a framework in which to fit student needs, a specified area of focus during supervision, and systematic guidelines for determining supervisory goals and approaches. The unique Professional Model of psychotherapy supervision specifies the manner in which supervision is provided. The Professional Model is a three-dimensional model integrating supervisory roles and student need areas. The three dimensions are: (1) the primary areas of student need in the establishment of clinical skills; (2) a reflection of the various roles supervisors assume; and (3) the focus of attention during supervision. In the Professional Model the supervisor and student agree on the primary dimension. In this format, supervisor and student exchange personal and professional information, student's strengths and weaknesses are assessed, and a psychotherapy skills checklist is completed by the student. After these procedures a contract, called the Individualized Training Plan, is developed for supervisor and student. It outlines student needs and objectives with training strategies. An Individualized Training Review detailing progress by the student is recommended at least once every 90 days. Thus the student's progress is charted through plans and reviews. (ABL)

DOCUMENT RESUME

ED 274 943 CG 019 447

Brown, Sandra A.
Utilizing Alcohol Expectancies in the Treatment of Alcoholism.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- AA06519; AA07033
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Alcoholism; Anger; *Assertiveness; *Counseling Effectiveness; *Counseling Techniques; *Expectation; Individual Differences; *Interpersonal Competence; Males; Skill Development; Veterans

The heterogeneity of alcoholic populations may be one reason that few specific therapeutic approaches to the treatment of alcoholism have been consistently demonstrated to improve treatment outome across studies. To individualize alcoholism treatment, dimensions which are linked to drinking or relapse and along which alcoholics display significant variability must be identified. One such dimension is the reinforcement expected from alcohol consumption. Alcohol reinforcement expectancies can be used in alcoholism interventions by attempting to modify reinforcement expectancies or by targeting individuals with certain expectancies and assisting them in developing alternative means of acquiring the designated type of reinforcement. This second approach was used in a pilot study which identified 15 alcoholics in treatment who either scored high on the expectancy of Interpersonal Power/Aggression or low on this expectancy. Both groups were exposed to an adjunctive Assertion/Anger Management skills training program consisting of six 1-hour sessions. Preliminary results suggest that individuals who had high expectations for alcohol to enhance their interpersonal power and ability to express their anger benefited most from this training as measured by self-report, therapist ratings of improvement, and prognostic estimates. Follow-up data

are currently being collected. (NB)

CS

DOCUMENT RESUME

ED 274 958 CS 008 569

Salem, Lynn L.
First Graders' Ability to Read Their Creative Writing (Invented Spelling versus Conventional Text). Final Report.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 15 Aug 86
NCTE- 15p.; 1985 Teacher-Researcher Grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Developmental Stages; Grade 1; Miscue Analysis; *Oral Reading; Primary Education; *Reading Research; Reading Writing Relationship; *Spelling; Writing (Composition)
IDENTIFIERS- *Invented Spelling

A study compared students' ability to read their stories written with invented spellings with their ability to reread their stories rewritten with conventional spellings. Fourteen first graders wrote stories using invented spelling and read the text aloud. The stories were then transcribed into conventional text by an adult and reread by the students. Readings were evaluated, using the Goodman-Burke Miscue Analysis, to determine which of the two versions produced the fewest miscue errors. Results indicated that most categories of miscue errors were very close in number, giving no strong indication that either invented spelling or conventional text is an easier format for children to read. When children were divided according to those who performed best in each format, the results showed that nine had fewer miscues on their invented spelling readings, while five had fewer miscues on the conventional spelling versions of their texts. The results suggest that children pass through various stages when learning to read and write, one of which is invented spelling. Use of invented spelling did not appear to hinder children from moving to conventional spellings when ready. (HTH)

DOCUMENT RESUME

ED 274 972 CS 209 974

Rosen, Connie
What about Children Who Can't: On Writing.
North Dakota Study Group on Evaluation, Grand Forks.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Sep 83
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *British Infant Schools; Educational Trends; Foreign Countries; Instructional Improvement; Language Handicaps; *Language Processing; *Learning Problems; *Learning Processes; Primary Education; Reading Writing Relationship; *Writing Difficulties; *Writing Instruction; Writing Laboratories
IDENTIFIERS- England

Taken from the book "The Language of Primary School Children," this essay is an example of the dialogue among teachers in England about language and writing. The essay gives priority to the discussion of actual material produced in primary schools and highlights the most promising ways in which language was seen to play a vital part in learning. The material, dating from the late 1960s and gathered as part of the Schools Council Project on Language Development in the Primary School, is placed within a framework of controversial themes and theoretical issues reflecting teacher militancy. The essay treats teachers at work, different kinds of writing, and the question of audience and the individual voice, and presents samples of students' writing to illustrate the varieties of writing and to provide contexts for the discussion. (JD)

DOCUMENT RESUME

ED 274 986 CS 210 088

Reed, Arthea, Ed.
Laughter As Medicine.
Assembly on Literature for Adolescents, Athens, GA.
PUB DATE- 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- Adolescent Development; *Adolescent Literature; Authors; Censorship; *Humor; Literature Reviews; Secondary Education; Writing for Publication; Writing Processes

Humor in adolescent literature is the focus of the articles in this themed journal issue. The articles and their authors are as follows: (1) "Of Fiction and Madness" (Paul Zindel); (2) "Before the Immaculate Cuticles" (Jerry Spinelli); (3) "I Want To Make Them Laugh" (Ellen Conford); (4) "The Terrible Hilarity of Adolescence in 'Dinky Hocker Shoots Smack!'" (M. Kip Hartvigsen and Christen Borg Hartvigsen); (5) "Choosing Issues for Reading and Writing: Kohlberg's Theory of Moral Development" (Audrey T. Edwards); (6) "YA Writers on Writing" (Sylvia Vardell); (7) "What Every English Teacher Should Know about Free Reading" (Dick Abrahamson and Eleanor Tyson); (8) "Fifty YA Books Out of the Past Still Worth Reading; Or, Enjoyment Is There if You Search for It" (Ken Donelson); (9) "Non-Fiction: News from ALAN and Beyond"; (10) "Dare a Teacher Disturb the Universe? Or Even Eat a Peach? Closet Censorship: Its Prevention and Cure" (James E. Davis). Other sections include "Best Books for Young Adults, 1985" (Betty Carter); "Now That You Asked" (Ruth Cline and Elizabeth Poe); and "The Back Door" (Charlie Reed). (JD)

DOCUMENT RESUME

ED 274 999 CS 210 122

Raphael, Taffy E.; And Others
Students' Metacognitive Knowledge about Writing. Research Series No. 176.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IRT-RS-176
PUB DATE- Aug 86
NOTE- 45p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Cognitive Processes; *Expository Writing; Intermediate Grades; Knowledge Level; Learning Processes; *Metacognition; Questioning Techniques; Student Reaction; Teaching Methods; *Writing Improvement; *Writing Instruction; Writing Laboratories; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Audience Awareness; *Text Structure; Writing Strategies

To determine students' metacognitive knowledge of the expository writing process, a study analyzed fifth and sixth graders' declarative, procedural, and conditional knowledge by means of group questionnaires and individual interviews at all stages of their participation in one of three year-long writing programs. The programs emphasized social context, purpose and audience, and/or the use of text structure knowledge in writing. Results suggested that creating a social context enhanced students' awareness of audience, purpose, and the different aspects of the writing process. Instruction in text structure seemed to enhance students' understanding of both the questions answered by expository writers and the conventions used in expository writing, such as key words and phrases. The combined program resulted in students' enhanced understanding of the extent to which these conventions can be used as signals to their readers of their writing's purpose. Findings showed that all the programs had a positive impact on students' knowledge about the writing process and writing strategies. Observations also revealed that students used this knowledge in other curricular areas. (Tables of data and some student commentary from individual interview sessions are included. (JD)

DOCUMENT RESUME

ED 275 013　　　　　　　　　　　　CS 505 379

Couvillion, Marion; Powell, Larry
The Campaign Consultant as Rhetor: A Case Study.
PUB DATE- May 86
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Consultants; *Models; *Political Campaigns; Political Candidates; Rhetoric; Speech Communication
IDENTIFIERS- *Rhetorical Strategies

A case study examined the political campaign consultants' role as rhetor by analyzing consultant Robert Squier's strategy for Mike Sturdivant's 1983 Mississippi gubernatorial campaign. The examination compared Squier's ideal model (a "single vision" strategy) with a second model drawn from empirical data. Squier's strategy for the campaign, using the theme "businessman versus politicians," involved three stages: foundation, competency, and issue development, while the empirical model had four stages: legitimacy, identification, competency, and issue development. The study found three major principles relevant to the role of the political consultant as rhetor: legitimacy, maintenance of the media agenda, and development of the consultant's work as a campaign issue. Future studies need to differentiate between identification and definition roles of the consultants' expressive function in message construction. (JK)

DOCUMENT RESUME

ED 275 027 EA 018 865

Miserandino, Anthony
Principal Leadership and Self Appraisal of Effectiveness.

PUB DATE- Oct 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (11th, Louisville, KY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Leadership; Models; *Principals; Questionnaires; *School Effectiveness; Secondary Education; *Self Evaluation (Individuals)

Several models for improving school effectiveness are now available, and most of them highlight the principal's leadership role. Unfortunately, administrators do not regularly reflect on the important aspects of their professional roles or analyze the factors that may make it difficult for them to implement given models of effectiveness in their particular settings. This paper proposes a model for self-appraisal by principals. Principals should first review the research literature on competing models of school effectiveness. Second, principals should select the effectiveness model that best meets their needs, then match their own abilities with those required of administrators by the model. Finally, principals should interact with the effectiveness model to discover their own strengths and weaknesses. Limitations on the self-appraisal model include (1) the difficulties in selecting criteria for judging effectiveness, (2) the confounding effects of experience and expertise, and (3) the implicit assumption that principals bring administrative knowledge to the process. An evaluation form to use in the self-appraisal process is included in the paper. Twenty-six references are cited. (PGD)

DOCUMENT RESUME

ED 275 043 EA 018 892

Barham, Frank E.; And Others
The Equal Access Law: One Nation Under God?
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Flagstaff, AZ, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Constitutional Law; Court Litigation; Federal Courts; *Federal Legislation; School Law; Secondary Education; *State Church Separation; Student Rights
IDENTIFIERS- *Equal Access Act 1984; Supreme Court

Although schools cannot actively promote religiously-oriented activity, neither can they prohibit such activity. The 98th Congress passed the Equal Access Act in an attempt to ground students' rights to practice religion in the schools in well-established constitutional principles requiring equal treatment, protecting student-initiated meetings, and preserving local control of schools. This paper reviews a number of legal issues associated with implementation of the new law, drawing on federal court cases as examples of the problems faced and ways in which those problems may be resolved. Among these issues are the extent to which schools are justified in limiting student activities, and under what circumstances; the extent to which participation in such activities by staff members may be construed as state support or approval; the form to be taken by official responses to violations of the new law; and the ability of students to make mature decisions concerning participation in religiously related activities. (PGD)

DOCUMENT RESUME

ED 275 057 EA 018 907

Timpane, P. Michael
Reforming Teacher Supervision and Evaluation: What Makes a Good Teacher.
PUB DATE- 15 Oct 86
NOTE- 14p.; Paper presented at the New Jersey School Board Association's "Workshop '86" (Atlantic City, NJ, October 15-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Board Administrator Relationship; *Board of Education Role; Business; Community Influence; Elementary Secondary Education; Faculty Mobility; Needs Assessment; *Politics of Education; *Professional Recognition; Program Descriptions; Public Opinion; Standards; State Programs; *State School District Relationship; Teacher Education; Teacher Effectiveness; *Teacher Welfare
IDENTIFIERS- *Excellence in Education

The economic and political forces behind recent calls for excellence in education are pointing to necessarily dramatic changes in the nature of the teaching profession. Members of the business community, state political leaders, and teachers are working together--with substantial private and state monies--to implement a radical reform agenda that includes recommendations for (1) counteracting the rising rate of teacher attrition by transforming teaching into a rewarding and attractive career and (2) strengthening the quality of teaching by rebuilding the system of teacher education. Local school boards, which mainly have not been included in reform planning will need to respond with clarity and a constructive spirit to the force of many demands. This response, which could determine the success or failure of valuable reforms, will depend on the willingness and the ability of local educational leaders to (1) modify management and administrative practices and encourage administrators to provide new varieties of leadership; (2) establish and support measures related to raising teacher employment standards; (3) fashion and participate in new collective bargaining strategies with teachers; (4) devise ways for using new state mandates and guidelines to benefit local school programs; and (5) accord teaching a greater professional status. (IW)

DOCUMENT RESUME

ED 275 070 EA 018 921

Gress, James R.; And Others
Improving Educational Quality in Maumee Schools: The Project to Design Teacher Incentive Structures. Final Report: Secretary's Discretionary Program.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 74p.
GRANT- G008400221
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Career Ladders; Change Strategies; Elementary Secondary Education; *Incentives; Master Teachers; Merit Pay; Nontraditional Students; Program Design; Public Opinion; *Role Perception; *Staff Development; Teacher Improvement; Teacher Motivation; *Teacher Recruitment

This final report of a collaborative project to design teacher incentive structures describes the procedural development and results of studies conducted by participants composed of public and private school representatives, community members, the University of Toledo, and others. Part 1 includes details of such project planning processes as defining project objectives, establishing role statements for project participants, conducting a public opinion survey, and planning for documentation and dissemination. Part 2 contains descriptions of five incentive designs resulting from the work of task forces. These designs are labeled as follows: "Recruiting Non-Traditional Candidates for Teaching," "Career Ladder Model and Master Teacher," "School Staff Development," "Merit Salary and Other Monetary Incentives," and "Teacher Image." Design descriptions include details and findings of task force activities as well as specific design recommendations. Five figures and six tables are included in the report. Three appendices include project literature resources, task force action briefs, project agendas, and documentation formats. (IW)

DOCUMENT RESUME

ED 275 083 EA 018 936

Nightingale, P. W.
An Overview of the Ontario Provincial Educational System, as It Relates to the Tension between Centralized Provincial Direction and Local School Board Implementation of Curriculum Standards.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For a related document, see ED 269 903.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; Conflict of Interest; Cooperative Planning; Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Politics of Education; Research Needs; *Social History; State Government; State History; *State School District Relationship
IDENTIFIERS- *Ontario

Historical and philosophical tensions between Ontario's central provincial educational system and local school boards have been mitigated by division of administrative responsibilities. The province's vastness and cultural diversity are persistent sources of tension. Historical tensions are significant, for colonial schooling standards and French and Catholic schools were firmly established before government assumed responsibility. The factors of conflict between the central progressive philosophy and the more conservative philosophies of school boards are embedded in educational culture. The province views education as strategic in promoting general well-being, whereas boards are chiefly concerned with education and property taxes. Ways of coexisting have nevertheless developed. The province sets standards regarding board capabilities in teacher and administrator certification, funding, and curriculum guidelines. Boards assume responsibility for performance standards among staff, curriculum implementation, funding expenditures, and facility utilization. Responsibility for effectiveness remains a major area of uncertainty. Boards and the provincial ministry of education have developed the "cooperative evaluation and development of schools systems," which have been successful. The province should have a diagnostic research program to acquire familiarity with the various educational elements and thereby to offer relevant leadership to the complex yet vital realities of education. (CJH)

DOCUMENT RESUME

ED 275 097 EC 190 622

Weinrich, Barbara Derickson; And Others
A Sourcebook of Adolescent Pragmatic Activities: Theory and Intervention for Language Therapy (Grades 7-12 and ESL).
REPORT NO.- ISBN-0-88450-937-0
PUB DATE- 86
NOTE- 147p.; For the sourcebook for grades Pk-6, see EC 190 623.
AVAILABLE FROM- Communication Skill Builders, 3130 N. Dodge Blvd., P.O. Box 42050, Tucson, AZ 85733 (Catalog No. 7280, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *English (Second Language); Error Analysis (Language); Informal Assessment; *Language Handicaps; *Lesson Plans; *Limited English Speaking; *Pragmatics; Secondary Education; Semantics; Syntax

This sourcebook contains an organized series of lesson plans for remediating pragmatic problems in adolescents and students of English as a second language (ESL). Introductory material describes the concept and development of pragmatics (the ability to use language as a tool), provides an observation checklist for clinicians to use in identifying specific types of pragmatic errors, and describes the nature and application of pragmatic therapy. Lesson plans are organized according to six areas of pragmatics: topicalization, conversation, use of register, use of syntactic forms to convey pragmatic information, effective language, and nonverbal communication. Plans for each area are prefaced by a definition and discussion, guidelines for therapy, behavioral characteristics, and a goal model showing how the stated goals of a lesson are embedded in the lesson activities. Each of the 6 areas contains 15 lesson plans, 5 at the junior high level, 5 at the senior high level, and 5 for ESL students. (JW)

DOCUMENT RESUME

ED 275 111 EC 190 637

Kehler, Dorothea
Teaching Shakespeare to Gifted Elementary and Secondary Students.
PUB DATE- 12 Feb 84
NOTE- 32p.; Paper presented to the California Association for the Gifted (February 12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drama; Elementary Secondary Education; *English Instruction; *English Literature; *Gifted; *Interdisciplinary Approach; Literature; Poetry; Relevance (Education); *Renaissance Literature; Teaching Methods
IDENTIFIERS- *Shakespeare (William)

Shakespeare's plays are the apex of western achievement in the humanities and as such afford a highly fertile mechanism for teaching gifted elementary and secondary students. Studying Shakespeare facilitates the understanding of an earlier form of the English language and illustrates the evolutionary nature of language. Aside from a sense of historical continuity, reading and viewing Shakespeare can help students to develop a love of both the sound and sense of language. Analytical and imaginative thinking can be stimulated by the figurative speech in Shakespeare's plays, which are primarily written in verse, and poetry by virtue of its compression of language is highly challenging. Reading the plays promotes knowledge of and discussion about history, psychology, anthropology, sociology, government, and ethics. In teaching Shakespeare, teachers should familiarize students with the story, or plot, of the play; if they are reading the play, they should also have a scene-by-scene synopsis to make it easier to follow the play. The play can be discussed as both a literary work and a dramatic production. Students should be encouraged to visualize the play's events and the characters' actions and reactions. Students could act out the entire play, or focus on passages (such as soliloquies) which can be analyzed critically. (CB)

DOCUMENT RESUME

ED 275 126 EC 190 908

Ratzka, Adolf D.
Independent Living and Attendant Care in Sweden: A Consumer Perspective. Monograph Number Thirty-Four.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.
REPORT NO.- ISBN-939986-45-0
PUB DATE- 86
NOTE- 82p.; A product of the International Exchange of Information in Rehabilitation. For related documents, see, EC 190 907-909.
AVAILABLE FROM- World Rehabilitation Fund, Inc., 400 East 34th St., New York, NY 10016 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Attendants; *Disabilities; Evaluation Methods; Foreign Countries; Needs Assessment; *Normalization (Handicapped); *Rehabilitation; *Social Services
IDENTIFIERS- *Consumers; *Sweden

The monograph presents, from the disabled consumer's perspective, a description and critique of independent living and attendant care services in Sweden. First, a brief description of Swedish welfare policy as it applies to the population as a whole is presented. Next, services available to people with disabilities are described with emphasis on personal assistance programs which help to keep disabled and elderly citizens out of institutions. These services are then evaluated based on available statistical material, contacts with providers and consumers of the services, and the disabled author's own experiences. These services include personal assistants, the county home health service, escort services, evening patrols, emergency call systems, and cluster housing. Assessment is in terms of administrative compartmentalization, economic and other obstacles to deinstitutionalization, professionalism and limited consumer input, decentralized financial responsibility and regional inequality, and limited consumer choices. Noted is the formation of the Stockholm Independent Living Group of disabled consumers concerned with increasing choices in personal assistance alternatives. Research issues in the areas of

needs assessment, redefining institutions, degree of consumer control, quality criteria, and program design are identified. An appendix contains design criteria for personal assistance programs. Finally, four commentaries by American rehabilitation experts are added. (DB)

DOCUMENT RESUME

ED 275 140 FL 016 038

Guthrie, Larry F.
Contrasts in Teachers' Language Use in a Chinese-English Bilingual Classroom.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- Mar 83
NOTE- 15p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
GRANT- NIE-G-81-0120
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Teachers; *Cantonese; Chinese; *Classroom Communication; Comparative Analysis; *English (Second Language); Grade 1; *Language Usage; Limited English Speaking; *Monolingualism; Primary Education; Second Language Instruction; Teacher Behavior

A study examined the language use of two teachers, one a native, bilingual Cantonese-English speaker and the other a monolingual English-speaker, as they alternated teaching assignments between two first grade classes in a Chinese-English bilingual education program. Teacher-student interaction and the variation in teacher and student language use were observed and recorded. These data were coded using a modified system of conversational-acts (C-acts). The language was analyzed according to the utterances' grammatical structure, illocutionary properties, general semantic or propositional content, and for frequency and proportional usage. Results showed great consistency in the bilingual teacher's language use across groups, while the monolingual teacher's patterns of C-act use across language proficiency groups were quite different. Instructional organization and the use of the students' native language also varied between teachers relating to the different groups. The findings show that a monolingual teacher cannot act as effectively as the bilingual, for the monolingual is not familiar with language patterns that may cause confusion for second language learners. (MSE)

DOCUMENT RESUME

ED 275 155 FL 016 053

Allen, Patrick; And Others
The Communicative Orientation of Language Teaching: An Observation Scheme.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 83
NOTE- 23p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Class Activities; *Classroom Communication; *Classroom Observation Techniques; *Communicative Competence (Languages); Comparative Analysis; *Discourse Analysis; Elementary Education; English (Second Language); Foreign Countries; French; Instructional Program Divisions; *Second Language Instruction
IDENTIFIERS- Ontario; Ontario Institute for Studies in Education

A classroom observation technique that describes classroom events at the level of activity and analyzes the communicative features of verbal exchanges between students and teachers within each activity is described. Activity characteristics indentified include type, participant organization, content, student modality or skills used, and materials; the communicative features observed include the use of the target language, information gap, sustained speech, reaction to code or message, incorporation of preceding utterances, discourse initiation, and relative restriction of linguistic form. Coding procedures have been developed for both the activity analysis and the exchange analysis. Preliminary data analysis from initial use of the coding technique reveals significant differences in communicative orientation between French and English second language classes at two grade levels. Additional data for different class types (core, extended, immersion, and second language French classes) are under analysis. (MSE)

ED 274 771 CE 043 977

Stakenas, Robert G.
Context Evaluation and Status Study of Vocational Education in Florida. Final Report.
Florida State Univ., Tallahassee. Learning Systems Inst.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Apr 86
NOTE- 36p.; For a related document, see CE 043 982.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Educational Philosophy; Educational Planning; Educational Policy; *Educational Practices; *Federal State Relationship; Postsecondary Education; Program Improvement; School Role; Secondary Education; *State History; *State School District Relationship; *Vocational Education
IDENTIFIERS- *Florida

Because most vocational decision makers in Florida lack in-depth knowledge of how vocational education developed in the state, a six-year historical study was conducted to provide a narrative history as an aid for identifying recurring policy issues. Traditional historical research in libraries and archives was conducted and oral history interviews were compiled. The research provided a foundation for the historical narrative. This historical narrative was analyzed for policy implications with respect to program governance, program determination decisions, and federal-state-local relationships in vocational education. Through this project, a professionally printed history of vocational education in Florida and three volumes of oral history transcripts were developed. These products provide insight into the interaction among federal, state, and local officials and their influence on the development of vocational education in Florida. Four recurring policy issues were identified: philosophy of vocational education, philosophy of vocational planning, vocational program coordination, and academic bias. These products can provide decision makers with an institutional memory that enables them to understand long-term trends, written and unwritten policies, choice of strategies and procedures, and recurring problems in program planning and coordination. (Author/KC)

ED 274 784 CE 045 108

Karmos, Joseph S.; Karmos, Ann H.
Strategies for Problem Solving. Revised Edition.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 86
NOTE- 211p.; Revision of ED 261 218.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Problems; *Conflict Resolution; Creative Thinking; Critical Incidents Method; *Decision Making; Elementary Secondary Education; Information Seeking; Logical Thinking; Postsecondary Education; Problem Sets; *Problem Solving

This manual provides a comprehensive approach to problem solving; it is written in narrative style with numerous examples. The guide is organized in eight sections that cover the following topics: (1) problem-solving overview (with suggested readings and recommendations for schools); (2) a five-step model for solving problems; (3) strategies for solving problems--general guidelines (with guidelines from deBono and Whimbey and Lochhead); (4) specific problem-solving strategies (such as thinking aloud, trial and error, working backwards, finding all the possibilities, time management, logical and critical reasoning) with sample problems for each strategy; (5) the five-step model extended for problem solving; (6) higher order problem-solving skills; (7) interpersonal skills for being effective with individuals and in groups; and (8) problem solving in groups. A 95-page appendix covers facilitative communication in teaching situations, giving numerous examples and sample problems to solve. References are included in the guide. (KC)

ED 274 798 CE 045 163

Survey of Female Veterans: A Study of the Needs, Attitudes and Experiences of Women Veterans.

Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS. AGENCY- Veterans Administration, Washington, DC. Office of Information Management and Statistics.

REPORT NO.- IM&S-M-70-85-7

PUB DATE- Aug 85

NOTE- 299p.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; Attitudes; Demography; *Females; *Futures (of Society); Health; *Health Needs; Medical Services; *Military Service; National Surveys; *Needs Assessment; Participant Satisfaction; Retirement; Use Studies; *Veterans

IDENTIFIERS- Veterans Administration

A survey, conducted in February 1984, provided the Veterans Administration (VA) with detailed information on the social, economic, demographic, and health characteristics of the current population of female veterans, as well as their awareness of, attitudes toward, and usage of VA programs. Findings indicated that the female veteran population was relatively young with over half entering the service since the beginning of the Vietnam era. Very few women veterans (1 percent) completed a 20-year career with military retirement. Veterans of the Vietnam and post-Vietnam eras were more likely than veterans of earlier periods to report readjustment problems. The vast majority reported they were in good or excellent health. Women veterans had made use of a range of programs and benefits administered by the VA. The low rate of usage of VA programs by women veterans seemed to reflect a problem of benefit awareness rather than preference. Lower rates of utilization of VA hospitals by women veterans compared to male veterans were found. Need and perceived eligibility appeared to be factors that most influenced their decision to seek care in VA hospitals. Anticipated future usage of VA facilities and programs was somewhat higher than current usage. (Extensive tables are included. The survey is appended.) (YLB)

ED 274 897 CG 019 401

Clement, Paul W.; And Others
Research Findings in the Behavioral Treatment of Children.
PUB DATE- Aug 86
NOTE- 50p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; *Behavior Modification; *Change Agents; Children; *Counseling Techniques; *Exceptional Persons; *Mental Disorders; Parent Role; Peer Relationship; Personality Problems
IDENTIFIERS- *Child Behavior Therapy

This paper is a meta review of review articles on child behavior therapy published in major behavioral journals from 1981 through June 1986. Child behavior therapy is described as a treatment which emphasizes operationally defined interventions, objective measures of outcome, the experimental analysis of behavior, and an idiographic approach. Three major content areas are covered in the review. The first area focuses on target behaviors, diagnostic categories, and clinical populations and contains sections on mental retardation, attention deficit disorder, conduct disorder, developmental disabilities, anxiety disorders, eating disorders, other disorders, parent-child problems, and gifted students. The second section examines mediators of behavioral interventions with sections on parents, peers, self-management, and professionals. The final content area involves clinical and research procedures in child behavior therapy. The paper ends with observations on the marketing of child behavior therapy and conclusions and recommendations for future directions. An addendum to the paper presents tables listing studies which have employed various persons as the agents of change in child behavior therapy: (1) parents or teachers; (2) child peers; or (3) the child himself. A seven-page reference list is included. (Author/NB)

ED 274 914 CG 019 418

Health and Personal Life Skills: Junior High School Curriculum Guide.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

PUB DATE- 86
NOTE- 253p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Career Exploration; Curriculum Guides; Foreign Countries; *Health Education; *Instructional Materials; Interpersonal Relationship; *Junior High Schools; Junior High School Students; Self Concept; Sexuality; *Student Development
IDENTIFIERS- Alberta

This document presents a health curriculum guide for junior high school students in Alberta, Canada. The introduction discusses the program rationale, curriculum themes, goals, a decision-making model, time allocations of program components, content overlap, characteristics of adolescent development, and the exceptional student. Ways to develop desirable personal characteristics are examined and issues concerning families; school, home, and community involvement in health education; and human sexuality are addressed. Learning resources, inservice for the Health and Personal Life Skills Curriculum, and evaluation are also described. The five themes of the curriculum are identified: (1) self-awareness and acceptance; (2) relating to others; (3) life careers; (4) body knowledge and care; and (5) human sexuality (optional). A 24-page table outlines the scope and sequence of themes for grades seven, eight, and nine. The remainder of the guide is color-coded and contains information on each theme and sub-theme by grade. For each sub-theme, general objectives, instructional objectives, content, and learning resources are listed. The appendix includes 13 supplementary learning resources organized by grade and curriculum theme. (NB)

ED 274 929 CG 019 433

Allen, David F.

Attrition at a Commuter Institution: A Path Analytic Validation of Tinto's Theoretical Model of College Withdrawal.

PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Meeting of the American College Personnel Association (Los Angeles, CA, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Commuter Colleges; Higher Education; *Persistence; *School Holding Power; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Tinto Theory

This study tested Pascarella's reconceptualization of Tinto's model of the persistence/withdrawal process for use in a non-residential institution. Subjects (n=372) were college freshmen who had attended freshmen orientation and had completed an opinionnaire both during orientation and at the end of their first year in a medium-sized, urban commuter institution. Path analysis and estimates of direct and indirect causal effects were used to test the predictive validity of the model. Results tended to confirm the importance of applying causal models cautiously even within the same types of institutions. Results further suggest that there is considerable between-institution variance within the broad category of commuter colleges. The influence of key concepts such as social integration and institutional commitment were found to vary significantly from the reconceptualized version of Tinto's model. The degree of fit between the individual student and the institutional environment was largely predicated upon the magnitude of relationship between academic integration and institutional commitment. Other things being equal, the greater the individual's level of academic integration, the greater his or her subsequent commitment to the institution. The combination of academic integration and subsequent commitment were seen as having a positive influence on persistence. (Author/ABL)

ED 274 959 CS 008 570

Heimlich, Joan E.; Pittelman, Susan D.
Semantic Mapping: Classroom Applications. Reading Aids Series, IRA Service Bulletin.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-230-4
PUB DATE- 86
NOTE- 56p.; Research was funded by the Wisconsin Center for Education Research.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 230, $3.50 member, $5.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advance Organizers; Associative Learning; Cognitive Development; *Cognitive Mapping; Elementary Education; Independent Study; *Learning Strategies; Prewriting; *Reading Comprehension; Reading Instruction; Schemata (Cognition); *Study Skills; Teaching Guides; *Teaching Methods; Visual Learning; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Postreading Activities; Prereading Activities; *Semantic Mapping

Ways in which semantic mapping can be used for general vocabulary development, as a prewriting and prereading activity, as a postreading activity, and as a study skill strategy are presented in this teaching guide. The first two sections provide an introduction to semantic mapping, and outline the three most common uses of semantic mapping as an instructional strategy. The third section presents classroom applications as follows: (1) a guided postreading activity--grade one; (2) a pre- and postreading vocabulary building and writing activity--grade one; (3) a prereading and vocabulary building activity--grade two; (4) a study skill strategy in science--grade five; (5) semantic mapping in music--grades two through five; (6) a pre- and postreading vocabulary building activity--grade six; (7) a pre- and postreading vocabulary building activity--grade eight; (8) a prewriting organizer--grade six; (9) a study skill in English class--grade eight; and (10) a study skill in history--grade seven. Examples taken from elementary and middle school classes in language arts, science, music, and history follow an objectives/procedure/comments format with supporting figures. A list of suggested readings on semantic mapping is included. (JD)

ED 274 973 CS 209 975

Martin, Anne

The Words in My Pencil: Considering Children's Writing.
North Dakota Study Group on Evaluation, Grand Forks.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Nov 81
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Academically Gifted; Classroom Environment; *Classroom Techniques; Grade 4; Intermediate Grades; Motivation Techniques; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Instruction

Methods of eliciting writing from children are explored in this monograph, which includes samples of nine- and ten-year-old students' writing. The monograph offers four recommendations for improving writing skills: make writing a daily activity; take children's writing seriously; maintain flexible standards of form and language; and identify group themes. Emphasis for teachers is two-fold: allow children to find their voices, and study their work for what it reveals about them as individuals and about their learning processes. Classroom atmosphere, confidence-building, and teacher flexibility are explored in "The Children, the Classroom, and Getting Started." "What Do Children Write?" looks at the emergence of themes, styles, and forms from a particular group of children, and treats the pleasures of form and the expression of the pictures in their minds. "Andre" is devoted to the gifted and motivated child, while "Developing as Writers: Andre and Ruthie" traces writing trends, continuities, perplexing themes, and the perspective of time. The use of memories, everyday chronicles, and speculations about the future are explored in "Past, Present and Future." Finally, suggestions on being patient, approaches to correction, the purpose of exercises, and the importance of the power of words are examined in "How Do You Teach Writing?" (JK)

ED 274 987 CS 210 090

Grade 12 Diploma Examinations Program: Langue et Litterature (Language and Literature). 1986-87 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 86

NOTE- 36p.

LANGUAGE- English; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Bilingual Instructional Materials; *Evaluation Criteria; Foreign Countries; *French; Grade 12; High Schools; Literature Appreciation; Native Language Instruction; *Reading Tests; Second Language Learning; Test Coaching; *Test Format; Test Items; *Writing Evaluation

IDENTIFIERS- Alberta

Intended to help prepare teachers and students for the January 1987 diploma exams, this bulletin presents useful information about the design, parts and scoring of French language and literature tests by describing and including scoring guides and sample questions. A schedule of administration and scoring dates is included in the bulletin. This encourages students taking the examination for coursework credit to familiarize themselves with its length, format, and difficulty. The examination consists of two sections, each worth 50%. Composition--minor assignments and a major assignment, and Reading (Multiple Choice)--80 items based on a variety of texts that test comprehension skills and cognitive levels. Blueprints for both parts outline the design of the tests, illustrate the relationship between the content and the scoring, provide a description of the questioning categories, and describe the relationship between the examination and the curriculum. One sample each of the minor and major composition assignments is presented with detailed scoring guides, while two reading extracts and sample questions are given with corresponding keys and discussion guide for scoring the multiple choice questions. (JK)

ED 275 014 CS 505 386

Rakow, Lana F.

Feminist Approaches to Technology: Implications for Communications Scholarship.

PUB DATE- May 86
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Employed Women; Females; *Feminism; Males; Science History; *Sex Role; *Social History; *Speech Communication; *Technological Advancement; Womens Studies
IDENTIFIERS- Feminist Criticism

Feminist thinkers offer new interpretations of the role of technology in social life. As society has progressed, men have become culture-centered rather than nature-centered, while women have remained nature-centered. Thus, women's devaluation resides in man's desire to control both nature and women. The values of objectivity, progress, rationality, production, and competition are masculine, while nurturance, emotionality, intuition, and cooperation are values traditionally assigned to women. Even so, women have been active creators and innovators throughout history, though most of the knowledge of women's roles as technological developers has been erased. Women will be affected most as new technologies invade the home, the office, and other workplaces. For example, as technology revolutionizes life in third world countries, it has had both positive and negative effects on women's status and situation. Also, the spheres of men and women traditionally have been public and private, respectively, and urban design has only exacerbated women's lack of access to the public sphere, to mobility, to employment opportunities, and to public services. Unless women become involved in the decision making, new technologies will embody the same sexism, racism, and classicism they do now. Communication scholarship should attend to the contributions of women, especially in the field of technology. A four-page bibliography is provided. (SRT)

ED 275 028 EA 018 869

Davis, Lawrence E.
A Recipe for the Development of an Effective Teaching Clinic.
PUB DATE- 1 Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (41st, San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperation; Discussion Groups; High Schools; *Inservice Teacher Education; Interpersonal Communication; *Loneliness; *Professional Autonomy; Supervisory Methods; Teacher Evaluation; *Teacher Workshops; *Teaching Conditions; Teaching Methods; Work Environment
IDENTIFIERS- *Isolation (Professional)

For a variety of reasons, including overemphasis on professional autonomy, many classroom teachers experience disillusionment and feelings of isolation. This paper explores teaching clinics as a way to break down barriers and foster dialogue among teachers. The Schenley High School Teacher Center in Pittsburgh, Pennsylvania, developed a teaching clinic where all district secondary teachers attend an eight-week professional redevelopment program. The clinic involves groups of six teachers who observe a teaching episode, collaboratively analyze observation data, and provide the focus teacher with feedback. The process is facilitated by two specially trained clinical resident teachers, a clinical coordinator, and four visiting teachers with effective teacher training. The program emphasizes peer interaction and has elicited favorable responses from participants. The recipe for program success includes: (1) adequate preparation (immersing instructional and administrative staff in discussions and inservice sessions on relevant topics), (2) organizing the ingredients (instructional leadership, an adopted instructional model, training, interaction opportunities, and competent facilitators), (3) mixing thoroughly (promoting teacher interaction, involving administrators, stimulating opportunities for peer observation and feedback and other activities), and (4) simmering gently (sustaining a caring, nurturing ambience). Attached is an outline of the three phases of a teaching clinic and 18 references. (MLH)

ED 275 044 EA 018 893

Bryant, Miles T.
After the Identification of Incompetence: Then What?
PUB DATE- Oct 86
NOTE- 23p.; Based on a presentation at a conference on Partnerships in Education, sponsored by the Nebraska Department of Education (April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Performance Factors; *Teacher Evaluation; *Teacher Improvement

Many factors make it difficult to identify a teacher formally as incompetent and to act on that identification once it is made. These factors include time constraints, bureaucratic requirements, and reluctance to face emotional stress. Once a poor teacher is identified, efforts are rarely made to help the teacher improve. Unsatisfactory performance can be found in any of several aspects of a teacher's job, including subject area knowledge, ability to impart that knowledge, ability to maintain discipline, and others. The causes for poor performance can lie within the teacher, within the school, or in outside factors affecting the teacher. Remediation for teachers can take such forms as goal setting, instructional input, modeling, practice, counseling, environmental change, and others. The reasons why such improvement efforts are rarely undertaken may include lack of time or funding, but may also have to do with the fact that as organizations, schools are conservative and tend to try to minimize risk rather than seeking to maximize gain. Teacher evaluators tend to prefer to identify incompetent teachers as competent rather than risk identifying competent teachers as incompetent. Evaluation systems should be revised to allow for more effective remediation. (PGD)

ED 275 071 EA 018 922

Reyes, Pedro; Keller, David
Organizational Value Orientation and Its Impact on Organizational Commitment and Job Satisfaction of Public School Teachers.
PUB DATE- Oct 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (66th, Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Behavior Theories; Elementary Secondary Education; *Job Satisfaction; *Organizational Climate; Organizational Theories; *Public School Teachers; *Statistical Analysis; Teacher Attitudes; *Values
IDENTIFIERS- *Commitment

Although industrial and organizational psychologists have labored for two decades to understand processes governing behavior at work, the literature reveals little empirical work on organization value orientation and its effects on individuals within an organization. From research on personal values and interpersonal relationships, one might speculate that organizational values influence an individual's orientation and work behavior. This study sought to determine whether school systems' organizational value orientation affects teachers' organizational commitment and job satisfaction. The study examined the degree of normative and utilitarian orientation demonstrated by a random sample of 133 Kansas teachers completing three standardized questionnaires. Findings showed that normative value-orientation was associated with diminished job satisfaction. While causes cannot be determined from the current data, the regression equation indicates that experience and organizational tenure are predictors of job satisfaction for both groups. Gender and experience may be the factors influencing organizational commitment. Findings suggest that school systems may need to develop personnel strategies and policies to assist teachers experiencing less job satisfaction. Administrators need to examine overall value orientation and its effect on teachers' attitudes. Included are 3 tables and 28 references. (MLH)

ED 275 098 EC 190 623

Johnston, Elizabeth Booth; And Others
A Sourcebook of Pragmatic Activities: Theory and Intervention for Language Therapy (PK-6).
REPORT NO.- ISBN-0-88450-906-0
PUB DATE- 84
NOTE- 142p.; For the sourcebook for grades 7-12 and ESL, see EC 190 622.
AVAILABLE FROM- Communication Skill Builders, 3130 N. Dodge Blvd., P.O. Box 42050, Tucson, AZ 85733 (Catalog No. 7205, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Elementary Education; *Instructional Materials; Language Acquisition; Language Arts; *Language Handicaps; *Learning Activities; *Lesson Plans; *Pragmatics; Preschool Education; *Remedial Instruction; Semantics; Syntax

This sourcebook contains a series of lesson plans for remediating pragmatic problems for students in preschool through grade six. Introductory material describes the concept and development of pragmatics (the ability to use language as a tool), provides an observation checklist for clinicians to use in identifying specific types of pragmatic errors, defines pragmatic therapy, and offers general guidelines for its use. Lesson plans are organized according to six areas of pragmatics: topicalization, conversation, use of register, use of syntactic forms to convey pragmatic information, effective language, and nonverbal communication. Plans for each area are prefaced by a definition and discussion, guidelines for therapy, behavioral characteristics, and a goal model showing how the stated goals of a lesson are embedded in the lesson activities. Each of the 6 areas contains 15 lesson plans, 5 at the preschool level, 5 at the primary level (K-3), and 5 at the intermediate level (4-6). (JW)

ED 275 141 FL 016 039

Ellis, Rod
Formulaic Speech in Early Classroom Second Language Development.
PUB DATE- Mar 83
NOTE- 14p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Classroom Communication; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grammar; Idioms; *Language Patterns; *Language Styles; Learning Processes; Limited English Speaking; Second Language Learning; Sentence Structure
IDENTIFIERS- *Formulaic Speech

Formulaic speech, expressions learned as unanalyzed wholes and used on particular occasions by native speakers, is contrasted to "grammatical" sentences using novel combinations of words in the second language classroom. The speech produced by three limited English-speaking children in an English program suggests that formulaic speech enables learners of English as a second language (ESL) to perform a number of important communicative functions in the classroom. These functions contribute directly or indirectly to the learner's acquisition of rules for producing novel sentences. It is concluded that in the early stages of second language development, formulaic speech may be more significant than creative rules, and that in planning ESL programs for beginners, teachers should think about which formulas will be of most use to the students and watch for opportunities to naturally introduce and practice them. (MSE)

ED 275 156 FL 016 054

Ashworth, Mary
"Fifth Business" in the Classroom.
PUB DATE- Mar 83
NOTE- 8p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Economic Factors; *Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; International Relations; Organizational Climate; Policy Formation; *Political Influences; Politics of Education; Second Language Instruction; *Social Influences; *Teacher Response; Teacher Role
IDENTIFIERS- Canada

Classroom teachers are affected directly and indirectly by external forces: international, national, social, institutional, pedagogical, economic, commercial, professional, and religious. It is proposed that teachers make use of constructive forces and combat destructive ones by using organizational and individual resources to create change. Twenty axioms for effecting change in educational policy and procedures are outlined. (MSE)

ED 274 813 CE 045 183

Quinn, Lois M.

Performance of GED Holders Enrolled at the University of Wisconsin's Thirteen Campuses: 1979-1985.

Wisconsin Univ., Milwaukee, Employment & Training Inst.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Feb 86

NOTE- 74p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Educational Certificates; Educational Research; Higher Education; *High School Equivalency Programs; *School Holding Power; Student Attrition; *Student Certification

IDENTIFIERS- *General Educational Development Tests; *University of Wisconsin

A study reviewed the performance of all 2,896 General Educational Development (GED) holders who entered the 13 campuses of the University of Wisconsin (UW) system from Fall 1979 through Fall 1984. Retention of GED holders was a serious problem at all schools. Of the 1,982 GED holders in the study who left college before graduation, 35 percent had earned no credits and 85 percent did not reach their sophomore year. At the UW-Milwaukee campus GED holders were compared to high school graduates enrolled at the school. GED holders performed worse than high school graduates from the lowest 20 percent of their class on measures of grades, credits earned, and semesters completed. The study also found a decline in reading scores of GED holders applying to UW-Milwaukee. Students earning GED certificates before 1978 scored at least at the ninth-grade level in reading. Students earning GED certificates after the test revisions in 1978 scored as low as fifth- and sixth-grade levels. GED scores and age were not helpful predictors of success in college. Nearly one-fourth of the GED holders were required to take remedial mathematics; one-fifth were required to take remedial English. (YLB)

Annotated Catalog of Bilingual Vocational Training Materials.
Americas Corp., Berkeley, CA.; Miranda (L.) and Associates, Bethesda, Md.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 181p.
CONTRACT- 300-85-0193
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agricultural Education; *Allied Health Occupations Education; Annotated Bibliographies; *Bilingual Education; Computer Science; English (Second Language); *Instructional Materials; Legal Education (Professions); Occupational Home Economics; *Office Occupations Education; Secondary Education; Technical Education; *Trade and Industrial Education; Vocational Education; Vocational English (Second Language); Word Processing

This catalog contains annotations for 170 bilingual vocational training materials. Most of the materials are written in English, but materials written in 13 source languages and directed toward speakers of 17 target languages are provided. Annotations are provided for the following different types of documents: administrative, assessment and testing, instructional, evaluation, intake/orientation, job counseling, outreach, staff development, and supportive service. Included among the 57 skills and occupational areas addressed in the various materials are the following: accounting, agricultural production, auto mechanics, banking/finance, barbering, building maintenance, central supply, cooking, computer programming, construction, cooling/refrigeration, cosmetology, crop production, dental assisting, drafting, electrical occupations, emergency medical services, food production, food service, graphic arts, health occupations, legal assisting, machine tool operation, manufacturing, mathematics, meat cutting, shipping and receiving, small engine repair, surveying and mapmaking, typing, vocational English as a second language, welding, and word processing. The guide also includes a brief description of the project for which the annotations were compiled;

a matrix depicting the materials collected during the project; a list of members of the National Network for Curriculum Coordination in Vocational and Technical Education; lists of clearinghouses and publishers from which the materials may be obtained; and indexes organized according to skills training area, document language, type of document, and target audience. (MN)

ED 274 840 CE 045 224

Hiatt, Randy E.

Introduction to Entrepreneurship. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 352p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. TI-300-TG: $20.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Career Education; Case Studies; Competency Based Education; *Entrepreneurship; Learning Activities; Lesson Plans; Secondary Education; *Small Businesses; State Curriculum Guides
IDENTIFIERS- *Free Enterprise System; Texas

This curriculum guide, which was written to meet the mandate requiring all vocational programs in Texas to provide 30 classroom hours of instruction in entrepreneurship, is intended to introduce entrepreneurship as a viable career choice and foster an attitude conducive to success as an entrepreneur. Addressed in the individual units of the guide are the following topics: the pros and cons of entrepreneurship, entrepreneurship and free enterprise, steps in becoming an entrepreneur, procedures in developing a business plan, business ownership, and ways of helping a business succeed. Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the tests and activities. Concluding the guide are a list of resources and a supplementary set of case studies with questions and answers. (MN)

ED 274 856 CE 045 254

Yerian, Jean M.
Improving Vocational Guidance and Counseling at Virginia Commonwealth University by Developing Career/Vocational Assessment Programs. Vocational Guidance and Counseling Project. Final Report.
Virginia Commonwealth Univ., Richmond.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 1 Aug 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Career Counseling; *Career Guidance; Career Planning; *College Freshmen; Counselor Training; Higher Education; Inservice Education; *Program Improvement; Universities; *Vocational Evaluation

The quality and quantity of assessment programs used at the Career Planning and Placement Department of Virginia Commonwealth University were improved, especially as such programs relate to two special needs groups. The two groups were freshmen in the humanities and sciences who lack clear vocational identity and adults who need to understand assessment in the context of life planning. Various career/vocational assessment instruments were purchased for use at Virginia Commonwealth University. A library of instruments that could be accessed by other services' staffs was established. Inservice activities were designed and implemented to teach counseling staff and faculty the career assessment process. Career assessment programs using the instruments were designed and implemented for the two target groups. They include a self-assessment program designed to help traditional-age college students assess their interests, skills, and values; a group designed for adult students and alumni that focuses on identification of strengths and on career enhancement; and SIGI (System of Interactive Guidance and Information) Plus orientation workshops. (Appendixes include fliers, articles, outlines of the career assessment programs, and evaluations.) (YLB)

ED 274 870 CE 045 328

Gresham, Jon N.
Expressed Satisfaction with the Nominal Group Technique among Change Agents. A Summary Report of Research. Departmental Information Bulletin 86-1.
Texas A and M Univ., College Station. Dept. of Agricultural Education.

PUB DATE- Nov 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Decision Making; *Discussion Groups; *Group Dynamics; *Participant Satisfaction; *Problem Solving
IDENTIFIERS- *Nominal Group Technique

A study examined the different degrees of satisfaction with the nominal group technique (NGT) felt by policymakers and change agents with differing professional backgrounds and responsibilities who participated in nominal groups. A total of 206 participants at four conferences at Texas A&M University (international food and water policy, Texas Agricultural Extension Service, English Language Institute curriculum, and school principals' conferences) served as the study population. The conference participants were surveyed with respect to their opinions on the usefulness of NGT, personal involvement with NGT, feelings about NGT versus other group techniques they may have used previously, and non-NGT group activities. The participants at al four conferences expressed satisfaction with the NGT. Although professional background did not appear to influence the degree of satisfaction with the NGT, the degree of understanding of the purpose and procedures of the NGT did have a significant effect on attitude toward the effectiveness of the NGT. Despite the general satisfaction with NGT that was expressed by the majority of participants in all four conferences, there was a consistent thread of dissatisfaction with the use of NGT among some participants across all four groups. This thread of dissatisfaction led to the conclusion that caution should be used in forcing a consensus-generating technique upon group participants who may not place a high value on group unanimity. (Appendixes to this report contain an outline explaining the NGT and a list of the attitude items comprising the four theoretical constructs pertaining to the participants' satisfaction with the NGT. A 34-item reference list is included.) (MN)

ED 274 883 CG 019 387

Korabik, Karen
Chinese Sex-Role Conceptions: A Double Edged Sword for Women.

PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Equal Opportunities (Jobs); *Females; *Feminism; Foreign Countries; *Personnel Policy; Salary Wage Differentials; Sex Bias; *Sex Discrimination; Sex Role; *Sex Stereotypes
IDENTIFIERS- *China

Although Chinese government policies officially support the equality of the sexes, stereotyped views about the nature of men and women often serve to perpetuate discrimination and to keep women in inferior positions. Women are often segregated into lower paying jobs because of stereotypical views about what is natural for women to do. Despite equal pay laws, Chinese women earn only 71.7% of what men earn. Physiological differences between men and women have been used as justification for certain protections in the workplace such as maternity leave. These protections, however, make women less desirable employees. Although the government has attempted to achieve equality for women through economic emancipation, a viable feminist theory has not been implemented. Chinese women have achieved success in professional occupations such as medicine, they are portrayed favorably in the media, and they are provided mentor role models by the Women's Federation. Masculinity and femininity are both valued in China and thus women's contributions to management are recognized. The similarities between Chinese managers and North American women managers warrants investigation. (ABL)

ED 275 000 CS 210 126

Wright, Anne
Computers as Instructional Aids.
PUB DATE- 11 Apr 86
NOTE- 6p.; Version of a paper presented at the Spring Conference of the Greater St. Louis English Teachers Association (St. Louis, MO, April 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; Instructional Materials; Microcomputers; Research Papers (Students); Secondary Education; Sentence Combining; *Teaching Methods; *Word Processing; Writing Exercises; *Writing Instruction; Writing Processes

The use of microcomputers as word processors for writing papers is commonplace in English departments, but there are many less well-known uses that English teachers can make of the computer. For example, word processing programs can be used to teach sentence combining. Moving text on the screen is very easy, so it is possible to rearrange words or phrases and to discuss the differences these changes make in meaning or sentence flow. Computers are also helpful for demonstrating revision and group composing, with teachers going through the processes with students to help them understand the changes that can easily be manipulated on the screen. While writing research papers, students can prepare a preliminary question outline on the computer, save the outline on disk, and answer the questions as they do their research. Or students and teachers can use a computer unit with both large screen and small screen monitors. The students can watch the large-screen monitor while the teacher types, watching the small screen. (HTH)

ED 275 058 EA 018 908

Flinders, Neil J.
Public School Textbooks: Reflections of a Shift in the Philosophical Foundations of American Education?
PUB DATE- Dec 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Far Western Philosophy of Education Society (35th, Long Beach, CA, December 5-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Change; Censorship; Christianity; Cultural Influences; Democratic Values; Elementary Secondary Education; *Foundations of Education; Humanism; *Moral Values; Philosophy; Public Schools; *Religion; Social Bias; *Social Change; Social Influences; Social Values; *Textbook Bias; *Textbook Content
IDENTIFIERS- *Vitz (Paul)

This paper presents a historical overview of the gradual shift in the moral and philosophical foundations of American society as reflected in the content of textbooks. Working from the premise that textbooks mirror changing social values, the paper cites various studies that trace the trend, over the past 200 years, away from an emphasis on religious principles and appropriate social behavior toward an emphasis on understanding and amusement. After presenting examples of arguments by prominent American and British thinkers both for and against this trend toward secular humanism, the paper describes the current diversity of public opinion on the controversial issue of textbook content. Quoting extensively from a study conducted by Paul C. Vitz, the paper reports that most of today's textbooks neglect the history of religion and the portrayal of traditional family values, sex roles, the work ethic, and patriotism. The paper cites another source in support of this study and concludes with (1) a brief review of predictions by some social scientists and (2) an appeal to educators to reassess the values and foundations underlying current reform movements. (IW)

ED 275 084 EA 018 938

Teacher Tenure and Dismissal. The Best of ERIC on Educational Management, Number 86.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Board of Education Policy; Court Litigation; Due Process; Elementary Secondary Education; Hearings; Legal Responsibility; Literature Reviews; Personnel Policy; Probationary Period; *Public School Teachers; Reduction in Force; *School Law; Teacher Administrator Relationship; *Teacher Dismissal; *Teacher Employment; Teacher Evaluation; *Tenure

An annotated bibliography of 11 publications on teacher tenure and teacher dismissal focuses on the responsibility of school policymakers and administrators to establish clear employment policies and maintain teacher evaluation records. Citing numerous court decisions, Joseph Beckham examines tenure, employment qualifications, contractual obligations, and discipline. Edwin Bridges discusses the legal barriers to dismissing tenured teachers and provides an 8-part organizational approach to managing incompetent teachers. Ernest Brown reviews reasons for the growing sentiment against tenure and advises legislators to consider the consequences if it is abolished. Nelda Cambron-McCabe advises school officials to be familiar with due process principles and to apply them in rendering adverse employment decisions. Christaine Citron concludes that if the legal issues discussed in her essay are considered in the policy-making process, reform that aims to improve teacher quality will not be impeded. James Gross and Thomas Knight report on the tenure decision process in New York State. Explanations and examples of "good cause" for teacher dismissal are offered by David Larson. Bruce MacDonald outlines the important actions that school boards must take prior to and during a hearing on a teacher's incompetency. Two articles by Robert Phay deal with nonreappointment decisions that concern "average" or "satisfactory" probationary teachers. The bibliography concludes with an overview of the law concerning reduction in force. (MLF)

ED 275 112 EC 190 638

Directory of Organizations Interested in People with Disabilities.

Disabled American Veterans, Washington, DC.; People-To-People Committee for the Handicapped, Washington, D.C.; President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- Jun 86

NOTE- 63p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Developmental Disabilities; *Disabilities; *Human Services; *Information Sources; *National Organizations; Nonprofit Organizations; *Professional Associations; *State Agencies; Visual Impairments; Vocational Rehabilitation

This directory provides details on 100 agencies and organizations which provide services and information concerning the disabled. Listed in alphabetical order by name of organization, each citation includes the organization's address, officers, and publications. The organization, purpose, and principal programs are briefly described. Also listed are the addresses of state employment security agencies; state planning councils on developmental disabilities; state vocational rehabilitation agencies (for the blind); state vocational rehabilitation agencies (in general); and 36 additional organizations interested in handicapped people. (CB)

ED 275 127 EC 190 909

Pedotti, Antonio, Ed.; Andrich, Renzo, Ed.
Evaluation and Information in the Field of Technical Aids for Disabled Persons: An European Perspective. Monograph Number Thirty-Five.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.
REPORT NO.- ISBN-939986-48-5
PUB DATE- 86
NOTE- 72p.; A product of the International Exchange of Information in Rehabilitation. For related documents, see EC 190 907-908.
AVAILABLE FROM- World Rehabilitation Fund, Inc., 400 East 34th St., New York, NY 10016 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Electromechanical Aids; *Equipment Evaluation; Foreign Countries; *Information Systems; *Information Technology; Normalization (Handicapped); *Wheelchairs
IDENTIFIERS- *European Community; Italy; Scandinavia; United Kingdom; West Germany

The monograph provides information on evaluation of technical aids, wheelchairs, and computerized information systems for disabled persons. The first chapter provides a general overview of actions of the European Community concerning technical aids evaluation, information on the "Concerted Action" program called "Evaluation of Assistive Devices for Paralyzed Persons'" and on the HANDYNET project, which aims to establish a European Information Network on disability. Chapter 2 details organizational and scientific aspects of wheelchair testing and evaluation in the Federal Republic of Germany, the United Kingdom, and Scandinavia. Chapter sections consider test methodologies and procedures, the process of using a wheelchair, location of use, propulsion, sitting posture, carryability, wheelchair type, a rolling-road for powered wheelchairs, government supply policy, and evaluation reports. The third chapter gives an overview of initiatives in Europe in the field of computerized information services concerning disability. After a brief description of The Nordic Register (Scandinavia), Bardsoft and BARD (Great Britain), and activities in the development stage in France and elsewhere, the chapter focuses on the Italian system (SIVA) which requires no previous computer knowledge to use, contains information on technical aids for the disabled, allows multilingual access, and is integrated into other Italian services. Flow charts and sample search protocols are included. Appended are the text of a statement by the European Community concerning the social integration of handicapped people, and lists of individuals and agencies concerned with equipment evaluation. (DB)

FL

ED 274 944 CS 008 533

Rosebery, Ann S.
Semantic and Syntactic Bases of Text Comprehension.
BBN Labs, Inc., Cambridge, MA.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- BBN-R-6010
PUB DATE- Jul 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Evaluative Thinking; High Schools; Inferences; Language Processing; *Reader Text Relationship; Reading Ability; *Reading Comprehension; Reading Processes; *Reading Research; *Semantics; Surface Structure; *Syntax
IDENTIFIERS- *Text Structure; *Textual Analysis

A study investigated how two text-based factors, word relationships and surface syntactic structure, interact with readers' ability to analyze the semantic relationships and make inferences based on those analyses. In each passage, the influence of word relationships was assessed by manipulating the degree of semantic entailment between two words in a passage; the syntactic structure's influence was determined by manipulating the syntactic class in which the entailing word appeared. Subjects, 20 skilled and 20 less skilled high school readers, rated the degree to which a verb involved an associated case. Results demonstrated that the presence of entailing words significantly improved the ability of all readers to infer action-case relationships. However, reader skill interacted with entailment to produce significant differences in passage comprehension. Skilled readers were (1) more efficient at analyzing the semantic relationships present in text, (2) better able to use other semantic information to make inferences when entailing words were absent, and (3) less dependent on explicit text-based factors for semantic analysis than were less skilled readers. (Tables of data and an eight-page reference list are included.) (JD)

ED 274 772 CE 043 982

Mock, David B.
Reflections on the Development of Vocational Education in Florida. Volume III.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Aug 85
NOTE- 130p.; For a related document, see CE 043 977. Volumes 1 and 2 are not available through ERIC.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Blacks; Business Education; Cooperative Education; Educational Administration; *Educational Change; *Educational History; Educational Legislation; Educational Policy; *Educational Practices; *Educational Trends; Females; Industrial Arts; Interviews; Oral History; Postsecondary Education; Secondary Education; *State Programs; Trade and Industrial Education; *Vocational Education

This volume contains transcripts of four oral history interviews that were conducted during a study of the history of vocational education in Florida. The first interview is with Maxwell Samuel Thomas, a vocational educator who began his career in 1932 and has since served as a vocational education teacher and administrator, participated in numerous professional and civic organizations, and been active in projects involving and serving the black community. The second interview is with James A. Davis, a vocational educator and administrator who began teaching industrial arts in 1958 and currently heads the Bureau of Planning and Budgeting of the Florida Division of Vocational Education. The third person interviewed is William Cecil Golden, a former teacher, coach, and principal who has been actively involved in developing and drafting numerous education bills since joining the Florida State Department of Education in 1955. The fourth interview involves four persons: Martinez Baker, owner of an electrical company between 1947 and 1969 and current director of the physical plant at Florida Junior College in Jacksonville; Dorothy Brown Love, a business education teacher since 1931 and former president of the Duval County Business Education Council; Anne Hamilton Franz, county supervisor of a cooperative education program in the 1930s; and Elmore John Saare, retired vocational teacher and administrator of both secondary and postsecondary programs. (MN)

ED 274 785 CE 045 111

Principles and Techniques for Effective ABE Staff Development.
PUB DATE- Sep 86

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Classroom Techniques; *Inservice Teacher Education; Instructional Development; Postsecondary Education; Program Development; Program Implementation; *Staff Development; Teaching Methods; *Training Methods

This guide lists 24 general principles of staff development, 17 principles for planning staff development, 29 principles for staff development implementation, and 39 adult basic education (ABE) staff development techniques. Selected principles include establishing a proper human climate, developing visible district-level support, obtaining monetary and moral support from administrators and community members, relating staff development programs to state or local priorities and program needs, viewing staff development as an ongoing process, providing an adequate number of demonstrations and opportunities to practice a skill being taught, considering the present levels of experience and assignments of staff attending a staff development session, involving all levels of persons who will be participating in a staff development program in its planning, planning inservice programs to accommodate both long- and short-term staff needs, allowing teachers to participate in staff development in their "prime time" as part of their regular assignments, providing positive incentives to recipients of training, spacing training segments adequately, permitting flexibility in the ways in which learners participate and use what they learn, beginning with the self-identified needs of the professionals receiving training, and linking staff development leaders with a university or other professional development center. An appendix explains the nature, techniques, and benefits of the following components of effective inservice training: theory, modeling or demonstration, practice, feedback, and coaching. A list of 19 references is included. (MN)

ED 274 898 CG 019 402

Ortiz, Elizabeth Thompson; Bassoff, Betty Z.
Proprietary Hospital Social Work: What Do We Know?
PUB DATE- Sep 86

NOTE- 21p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Financial Support; *Hospitals; *Nonprofit Organizations; Personnel; *Social Services; *Social Work
IDENTIFIERS- *Proprietary Hospitals

The rapid growth of the proprietary sector in the provision of social services creates a challenge for the social work profession. Little is known about social work services in for-profit organizations or about how they compare to similar non-profit settings. A comparative study was conducted of social work services in proprietary and non-profit hospitals which used the results of the 1985 Membership Survey of The Society for Hospital Social Work Directors and a sample of 50 proprietary hospital social work departments. Differences and similarities in the areas of services and staffing, work settings, characteristics of directors, and changes since the advent of the Diagnostically Related Groupings (DRG's) were examined for non-profit and for-profit groups. The proprietary sample also described changes since DRG's in the areas of discharge planning, direct patient services, administrative responsibilities, new program development, and fiscal support. The results revealed that proprietary hospitals, in contrast to non-profit institutions, were often located in suburban areas, were part of a multi-hospital system, and were small in size. The proprietary hospital social work departments and those non-profits sampled by the Society for Hospital Social Work Directors were found to be different in size and type of staff. Several differences were also revealed in the kinds of services provided by proprietary and non-profit hospitals. The findings suggest several implications for both social work and health care. (Author/NB)

ED 274 915 CG 019 419

Elmore, L. JoAnne

The Teacher and the Child of Divorce.

PUB DATE- Sep 86
NOTE- 11p.; Paper presented at the Annual Families Alive Conference (7th, Ogden, UT, September 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
DESCRIPTORS- Adolescents; Children; *Coping; *Divorce; Elementary Secondary Education; *Helping Relationship; School Role; *Social Support Groups; Stress Management; Stress Variables; *Student Problems; Teacher Role; *Teacher Student Relationship

It is important for teachers to produce a comfortable learning climate for students whose parents are divorcing. Research has shown that divorce precipitates a major crisis in the lives of most children and that the stress which accompanies divorce often affects school behavior and academic performance. Children at different ages react differently to divorce. Primary grade children appear to have more difficulty dealing with divorce than do older children. Stages from the Kubler-Ross grief model of death which have been applied to children of divorce are anger, depression, guilt, fear, and relief. Teachers need to understand the effects of temporary and prolonged stress on children, and to be supportive in the classroom. Teachers must be patient, be willing listeners, and avoid using terms in the classroom that may be offensive to children of divorce. Teachers should not expect failure from children whose parents are divorcing, nor should they expect these children to be totally unchanged. Close communication between parents and teachers is essential and teachers should encourage parents to inform the school of major changes at home. The extent to which children in crisis can turn to the school for support depends on the school system and the extent to which programs exist for assistance. By increasing their sensitivity to children of divorce, teachers and administrative personnel can offer these children help and support through a difficult family transition. (NB)

ED 274 974 CS 209 984

Gates, Rosemary L.

AITIA and KAIROS: Classical Rhetoric in the Writing across the Curriculum Program.

PUB DATE- Mar 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Processes; *Coherence; *Critical Thinking; Higher Education; *Rhetoric; Rhetorical Criticism; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Aristotle; *Writing across the Curriculum

Three areas of the classical rhetoric of Aristotle, adapted for the modern discourse of inquiry and demonstration, provide a systematic framework for students to understand thought, investigation, and writing in other disciplines: aitia, kairos, and the enthymeme and the example. Aitia, or cause, has four aspects--the material cause, the formal cause, the efficient cause, and the final cause--all of which are components of the thought processes involved in composing. The enthymeme, the substance and body of reasoning, has an underlying causal relationship whereby the theory explains method and fact selection, which together explain the conclusion. Causal reasoning, whether inductive or deductive, is a basic thinking process used in or with other mental operations in what is being called critical thinking. Kairos, the "right time" or "appropriateness," involves grasping the pivotal issue on which a problem or case depends and knowing which techniques or thinking processes to apply to its solution. Since freedom of thought must have a structure within which to operate, students' knowledge of these canons of thought processes will enable them to understand thought, investigation, and writing in other disciplines. (JK)

ED 274 988 CS 210 097

Langer, Judith A.
A Sociocognitive Perspective on Literacy.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; Educational Assessment; Educational History; Educational Innovation; Learning Activities; Learning Experience; *Learning Processes; Learning Theories; *Literacy; Literacy Education; Reading Skills; Skill Development; *Social Cognition; Social Influences; *Sociocultural Patterns; Teaching Methods; Writing Skills

Though most definitions of literacy focus solely on the uses of reading and writing, a sociocognitive perspective that incorporates social practices, conceptions of reading and writing, and literacy as a way of thinking is more productive. Within this view, literacy is culturally based, involves the higher intellectual skills, and is learned by children as they interact with their families and communities. Schools can capitalize on the social nature of this view of literacy learning by creating instructional experiences in which students gain skills as they engage in broader and more purposeful literacy activities. Studies indicate that United States students are learning to read and write, but are not becoming literate thinkers. Rather than learning how to do something new and thoughtful, such instruction emphasizes whether students have done something right. A sociocognitive view of literacy combines issues of society and schooling, asserting that (1) all learning is socially based, (2) literacy learning is an interactive process, and (3) cognitive behaviors are influenced by context and affect the meanings that learners produce. When considering the instructional implications of a particular interaction, it is important to determine who controls the interaction, what pedagogical functions are served by it, and what form each participant's contribution takes. A six-page list of references concludes the document. (JD)

Acker, Stephen R.; Gordon, Joan M.

Designing the Group Use Videodisc: Socializing Communication Technology.

PUB DATE- May 86
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Broadcast Television; Communication Research; Computer Assisted Instruction; *Group Instruction; Higher Education; High Schools; *Instructional Effectiveness; Mass Media Effects; *News Reporting; *Programing(Broadcast); Student Reaction; Teacher Response; Teacher Student Relationship; *Videodisks
IDENTIFIERS- Social Impact Assessment

Designed to examine the relevance of television news programming, a study examined the application of a "group use" videodisc in a communication curriculum. Using a computer controlled videodisc, 60 communication students at a large midwestern university were shown the agenda-setting function of television and asked to evaluate the experience. Seventy-four high school faculty members from a school district that had served as a national demonstration center for computer-assisted learning were mailed a questionnaire. Accompanying it was a letter describing the individualized and group approach to instructional design. The teachers were asked to consider five dimensions concerning the application of the design philosophies in their own teaching. These dimensions were: (1) integration into classroom style, (2) use of available classroom time, (3) benefit to students, (4) use of school's financial resources, and (5) preparation for students' lifelong learning. In general, students found the technology easy to use and the group process valuable in examining the components of a news story. In addition, they preferred to work with other people rather than alone with the machine. Faculty respondents perceived the group approach as more consistent, a better use of class time, and a more efficient use of financial resources when contrasted with individualized instruction. However, they also felt that the individualized approach to computer-assisted instruction would better prepare students for lifelong learning. The consensus position recognized that small group and individualized approaches must be combined to optimize the educational process. (Tables of data and a reference list are included.) (JD)

ED 275 045 EA 018 894

Cooley, Van E.; Thompson, Jay C., Jr.
School Staff Development Practices in the Midwest: A Comparative Study.
PUB DATE- 16 Oct 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (66th, Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Differences; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; National Surveys; Needs Assessment; Program Administration; Program Evaluation; *Regional Characteristics; School Districts; Superintendents; Teacher Improvement; Teacher Participation

Faculty development practices vary greatly among the four geographical regions of the United States, according to the results of a national survey of school districts during the 1985-86 academic year. Of the 353 districts sent questionnaires (all identified by state departments of education as having outstanding staff development programs), 267 responded. The 63 questions that were asked covered four topics: (1) how needs assessment is conducted, (2) how the programs are administered, (3) how evaluation and followup are performed, and (4) what superintendents felt about the programs' impact and teacher participation. The survey results suggested that sound staff development practices were most firmly established in the South. This report enumerates a number of the specific survey findings. (PGD)

ED 275 099 EC 190 624

Plourde, Lynn
CLAS: Classroom Listening and Speaking. K-2.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural
Services, Augusta.
PUB DATE- 85
NOTE- 441p.
AVAILABLE FROM- Communication Skill Builders, 3130 N. Dodge Blvd., P.O. Box 42050, Tucson, AZ 85733 (Catalog No. 7327, $45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Concept Formation; Grammar; *Instructional Materials; *Language Acquisition; Language Arts; Lesson Plans; Listening Comprehension; *Oral Language; Parent Student Relationship; Primary Education; Role Playing; *Speech Instruction; Story Telling; Student Educational Objectives; Vocabulary Development

Developed by a speech-language pathologist, this oral language program for students in grades K-2 contains more than 200 field-tested activities designed for whole-class use. Listening and speaking activities are arranged in developmental order and grouped according to the following 12 areas: vocabulary, concepts, listening, giving and following directions, auditory memory, grammar, rhyming, categorization, answering and asking questions, describing, role-playing and storytelling, and reasoning. The format for each activity includes name, grade level, objective, materials, time required, and procedures. Worksheets for duplication are included. Objectives, pretests/posttests, and suggested calendar schedule for implementing the program are provided for each grade level. To encourage parent involvement and to reinforce classroom learning, reproducible weekly home activity sheets (along with a letter of introduction and an evaluation form) are appended. (JW)

ED 275 113 EC 190 639

Cassie, Dhyan
The Three Bears and Other Plays: Six Easy Plays Especially Written for Educationally Handicapped Children.

PUB DATE- 77
NOTE- 50p.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61832-00500 ($3.95, quantity educational discount available, Reorder No. 1886).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Dance; *Disabilities; *Drama; Elementary Education; *Skits; Songs

This booklet contains six easy plays written for educationally handicapped children. The plays are brief, use few characters and simple language and plots, and are based on fairy tales. Titles are: (1) "The Three Bears'" (2) "The Gingerbread Boy'" (3) "Little Red Riding Hood'" (4) "The Three Billy Goats Gruff'" (5) "Hansel and Gretel'" and (6) "The Pied Piper of Hamlin." Songs are included with some plays, as are instructions for dance. Suggestions are presented for scenery, rehearsals, and play presentation. (CB)

Silberstein, Sandra
Language Is Culture: Textbuilding Convention in Oral Narrative.
PUB DATE- Mar 83
NOTE- 15p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; Comparative Analysis; *Cultural Context; English (Second Language); Ethnic Groups; Individual Characteristics; *Intercultural Communication; Language Patterns; *Language Styles; Listening Comprehension; Oral Language; Second Language Instruction; *Story Grammar; *Story Telling

The textbuilding conventions of courtship narratives told by older women of contrasting ethnic minorities are examined. Listener responses to the stories indicate that storytelling conventions are not shared or understood by all listeners. It is proposed that membership in different speech communities based on factors such as age, sex, ethnicity, and family affects the textbuilding conventions speakers have available to them. It is further proposed that such cultural embedding can confuse the foreign students who, when faced with a second language interaction, can easily neglect the very ethnographic information they might be sensitive to in their own language. Activities encouraging foreign students to explore a wide range of possible interpretations for a given interaction can help students focus on problem-solving strategies rather than on simple interpretations, solutions, or cultural stereotypes. (MSE)

ED 275 157 FL 016 055

Judd, Elliot L.
TESOL as a Political Act: A Moral Question.
PUB DATE- Mar 83
NOTE- 10p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; *English (Second Language); Ideology; Language Role; *Moral Values; Policy Formation; *Politics of Education; *Professional Associations; Second Language Instruction; *Teacher Responsibility

Teaching English to speakers of other languages (TESOL) is a political act, and those who are engaged in teaching English to non- or limited-English speakers are directly or indirectly implementing a language policy that promotes a form of language change in students. This means that TESOL teachers are faced with certain moral dilemmas whose solutions, if any, are complex and painful to deal with. These include the possible contribution teachers are making to the demise of certain languages or linguistic communities, the promotion of a language widely used for purposes of political, economic, and social power, especially in countries in which the teacher is not a native, and the responsibilities of training English teachers who could use the language to promote culturally and politically dangerous ideology. It is the profession's responsibility to realize that TESOL is a political act and to investigate the situation further through general examination and specific case studies focusing on particular language policy situations. (MSE)

ED 274 759 CE 045 164

Survey of Aging Veterans: A Study of the Means, Resources and Future Expectations of Veterans Aged 55 and Over.

Veterans Administration, Washington, DC. Office of Information Management and Statistics.

REPORT NO.- RSM-70-84-3
PUB DATE- Dec 83
NOTE- 367p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Attitudes; Demography; Early Retirement; *Economic Status; *Futures (of Society); Health; Health Insurance; *Health Needs; Medical Services; Middle Aged Adults; National Surveys; *Needs Assessment; *Older Adults; Participant Satisfaction; Retirement; Use Studies; *Veterans
IDENTIFIERS- Veterans Administration

A national survey of the needs, resources, and future expectations of veterans aged 55 and over produced findings that the Veterans Administration (VA) will use over the next decade to plan facilities and programs to meet those needs. Findings indicated veterans had a higher educational level and were less likely to be at the lower end of the occupational scale than non-veterans of the same age. Retired veterans were substantially better off. Three-fourths had savings accounts, 42 percent had other investments, and nearly 9 out of 10 owned their own home. Although the majority described their health as excellent or good compared to others their own age, nearly half reported that their health limited their activities. Certain types of chronic diseases, including arthritis and hypertension, were widespread. While four of five veterans had group or private health insurance, Medicare formed the cornerstone of the aging veterans' health coverage. The survey identified, however, the existence of a medically indigent group of veterans. Most veterans did not believe they would be able to absorb the cost of future long-term care needs. An important finding was that current utilization rates of VA hospitals by aging veterans may drastically underrepresent the true demand. (Numerous data tables are provided. The questionnaire is appended.) (YLB)

ED 274 814 CE 045 184

Quinn, Lois M.; And Others
Literature Survey of the Use of the GED to Measure Readiness for Post-Secondary Education.
Wisconsin Univ., Milwaukee, Employment & Training Inst.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Feb 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Certificates; Educational Research; *High School Equivalency Programs; Literature Reviews; National Surveys; Postsecondary Education; Research Reports; *School Readiness; *Student Certification; *Success; *Undergraduate Study
IDENTIFIERS- *General Educational Development Tests

This report summarizes the literature published on the use of the General Educational Development (GED) Tests to measure readiness for postsecondary education. It identifies 73 studies on GED holders' success in postsecondary education, recent national surveys of GED holders and examinees, and surveys of postsecondary institutions. Chapters I and II provide a history of the GED tests as well as GED testing norms. Chapter III presents information from Wisconsin research. Research on GED holders' success in postsecondary education is summarized in chapter IV. Chapter V briefly highlights recent national surveys of GED holders and examinees, while chapter VI summarizes the few surveys of postsecondary institutions. This survey shows that few studies have examined the performance of GED holders in postsecondary education in the last decade and that most of the existing studies involved very small numbers of GED holders. A seven-page list of references is appended. (YLB)

ED 274 828 CE 045 204

The Next Steps. The Development of a Fully Productive Work Force in Virginia. A Report of the GJTCC Private Sector Task Force to the Governor's Job Training Coordinating Council.
Virginia State Governor's Office, Richmond.
PUB DATE- 27 Jan 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Agency Cooperation; Change Strategies; Cooperative Planning; Coordination; Economic Development; *Educational Policy; Employment Programs; Government Role; *Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; *Productivity; *Program Improvement; Public Policy; Retraining; *Statewide Planning; Unemployment; Youth Employment; Youth Programs
IDENTIFIERS- *Virginia

In the spring of 1985 a task force comprising private sector representatives was convened to formulate recommendations regarding the development of an overall policy framework for employment and training and related systems in Virginia. The task force was asked to focus their efforts on the following policy areas: training and retraining the adult population for employment, preparing youth for employment, and linking employment and training with economic development. The task force recommended the establishment of a policy framework that defines complementary goals and objectives for all employment and training and related programs as the first step in the development of any new comprehensive training and employment policy. They further stressed that the adoption and monitoring of such a policy framework must be precipitated by the highest levels of state government, preferably at the gubernatorial level. The creation and use of broadly structured committees of cabinet and agency heads in order to guide planning and service delivery consistent with the framework's goals and objectives were also found to be critical to the success of any attempt to revamp Virginia's training and employment policies. The two ingredients that were mentioned as being basic to such a plan were the (1) establishment of a coordinating authority consisting of all the institutions involved and (2) development of an overall plan to reduce duplication and sort out roles and responsibilities. (Appendixes to this report include lists of the members of the task force and the individual task force work groups.) (MN)

ED 274 841 CE 045 225

Hines, Donna
Developing and Improving Transcription Skills. Competency Test Package. Office Occupations. Instructor's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 69p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-119-CTP: $9.00; slide/tape package: $40.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Clerical Occupations; *Competence; Competency Based Education; Disabilities; Exceptional Persons; Job Skills; Mainstreaming; *Office Occupations Education; Office Practice; Postsecondary Education; *Shorthand; *Test Items; *Typewriting
IDENTIFIERS- *Transcription

This competency test package was developed, based on the results of a needs assessment of postsecondary office occupations instructors in Texas, to test transcription competencies taught in audiovisual instructional modules. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in the area of developing and improving transcription skills. The competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. A section on administering the tests to handicapped students is also included. (KC)

ED 274 857 CE 045 256

Spotsylvania County Intermediate Schools Resource Notebook. Career Education Lesson Plans.

Spotsylvania County Public Schools, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Apr 86
NOTE- 184p.
GRANT- VA-86-1-113-BC-001
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Education; *Career Guidance; *Computer Assisted Instruction; *Guidance Centers; Junior High Schools; Learning Activities; Lesson Plans; *Microcomputers; *Resource Centers

This resource notebook contains lesson plans for use in providing career education to students in grades 6, 7, and 8. Lessons plans are organized into sections addressing the following subject areas: language arts and foreign language, reading, mathematics, science, social studies, health and physical education, special education, and fine arts and vocational education. Each lesson plan contains some or all of the following: subject area(s) addressed, unit(s) in which the activity could be integrated effectively, objectives, procedures for infusing the activity into the existing curriculum, resources and materials needed to complete the activity, and comments on use/suggestions for future use. The individual lesson plans describe a variety of activities provided, including completing written exercises, listening to guest speakers, taking field trips, using newspapers and magazines, participating in a spelling bee, constructing posters, staging incidents and having other students write newspaper articles describing them, writing reports and letters, and doing library research. (MN)

ED 274 871 CE 045 330

Sansregret, Marthe
Access by Mature Students to Higher Education. The Canadian Experience of Experiential Learning in Higher Education.
PUB DATE- Oct 86
NOTE- 19p.; Paper presented at a conference of the Scottish Institute of Adult and Continuing Education and the Association for Recurrent Education (Glasgow, Scotland, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Students; Educational Practices; Educational Trends; Evaluation Criteria; *Evaluation Methods; *Experiential Learning; Higher Education; *Nontraditional Students; Portfolios (Background Materials); *Prior Learning; *Student Certification; Student Evaluation; Student Experience
IDENTIFIERS- *Canada

In view of the importance of recognizing and documenting the prior learning of adult students returning to higher education, a project was undertaken to research, construct a system, and write materials for use in assessing the experiential learning acquired by students seeking access to higher education. An extensive research effort was conducted, and a system to oversee the assessment of the prior learning of mature students was proposed. The system provides for assessment by andragogical counselors and assessors who report to a prior learning program director, who in turn reports to the program's central administration. The system does not award credits for experience as such but rather only for learning outcomes. The identification criteria developed for the program stipulate that the learning must be measurable, college level, applicable outside the specific context in which it was learned, and relatively current. Furthermore, the learning in question must have both a theoretical and applied component, serve as a base for further learning, and show some relationship to the person's degree goal.

Projects are now underway in 11 colleges and various universities in Quebec, and a series of materials for use by administrators, counselors, assessors, and students is being developed. The assessment process that was proposed on the basis of the Quebec experience entails having a program director, department chairman, and jury examine a student's complete portfolio and gives students the right to appeal any decision made. (MN)

Bowen, Gary L.
The Influence of Family Factors on the Retention Decision Making Process of Military Members.
PUB DATE- Aug 86
NOTE- 41p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Decision Making; *Employer Employee Relationship; Family (Sociological Unit); *Family Influence; *Military Personnel
IDENTIFIERS- *Military Reenlistment

Retention of military personnel has become a top priority to military leadership. Given the investment made in recruiting and training personnel, it is vital that military decision makers understand the factors that influence the career commitments of service members. Research has demonstrated an increased interest in the influence of family factors on retention. Using an inductive theoretical approach, a model is developed to identify how and under what conditions family factors have been found to impact upon the retention decision making process of military members. This model includes these interactive variables: (1) family/work life cycle; (2) job demands; (3) community embeddedness and satisfaction; (4) marital and family interaction and life satisfaction; (5) satisfaction with military life; (6) spouse support of member's career; and (7) desirability of continuing military life. Despite the growing body of literature on the influence of family factors on the retention decision making process, a number of conceptual and methodological issues continue to plague the research and seriously restrict efforts at conceptual and theoretical integration. Despite its limitations, the model offered is based on an empirical integration of the research literature, and should have heuristic implications for continued research in this important area of policy and program research. A six-page reference list is appended. (Author/ABL)

ED 274 930 CG 019 434

Drug Abuse Education and Prevention Act of 1986. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House.
REPORT NO.- House-R-99-808
PUB DATE- 9 Sep 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Drug Education; *Federal Aid; *Federal Legislation; Financial Support; *Prevention; *State Programs
IDENTIFIERS- Congress 99th

This Congressional report discusses a House bill, the Drug Abuse Education and Prevention Act of 1986. This bill mandates the provision of federal assistance to states for programs of drug abuse education and prevention at the state level, in elementary and secondary schools, through community based organizations, and at institutions of higher education. The report contains the following sections: (1) committee action; (2) summary of related bills; (3) background and need for legislation; (4) summary of major features including a detailed explanation of the legislation, state responsibilites, local programs, federal programs, and forfeiture funds; (5) cost estimate from the Congressional Budget Office; (6) inflationary impact statement; and (7) a five-page section-by-section analysis of the bill. A statement by three Representatives supporting the creation of a National Drug Education Corps is included. (ABL)

ED 274 945 CS 008 536

Scales, Alice M.
Thinking Based Strategies to Enhance Reading for Adult Learners.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Reading Programs; *Cognitive Processes; Epistemology; Learning Theories; Reading Attitudes; *Reading Comprehension; Reading Failure; Reading Improvement; *Reading Instruction; Reading Skills; *Teaching Methods

A discussion of adult learners and a description of instructional reading strategies--based on thinking--for adult learners are presented in this paper. A definition of adulthood and the nontraditional learner in the paper highlights adults' cognitive skills, interests, and literacy levels, while the metacognitive awareness of disabled and good adult readers is discussed in terms of motivation and text structure. The paper then deals briefly with various learning theories, pointing out the importance of cognitive structure to learning, and focuses on six instructional strategies: (1) provide for assessments of learners' strengths and needs, (2) encourage learners to predict as they read, (3) encourage learners to organize their own material, (4) respect individual differences, (5) encourage self-evaluation, and (6) encourage learners to be responsible for their own learning. (JK)

ED 274 960 CS 008 572

DeLoache, Judy S.; DeMendoza, Olga A. P.
Joint Picturebook Interactions of Mothers and One-Year-Old Children. Technical Report No. 353.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 40p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Developmental Stages; *Infants; *Mothers; *Parent Child Relationship; Parent Influence; Parent Participation; *Picture Books; *Prereading Experience; Preschool Education; *Reading Research
IDENTIFIERS- Scaffolding; Vygotsky (Lev S)

A study examined both the structure and the content of picture book interactions of 30 mothers with their 12-, 15-, or 18-month-old children. Interactions were videotaped in a laboratory playroom. Among the factors observed were the nature of the two partners' contributions as a function of the child's age, and the extent to which the mother gave information versus information requested by the child. The results were interpreted both in terms of L. S. Vygotsky's scaffolding construct and as revealing a general maternal orientation to elicit the maximum performance of which the child is capable. Structural aspects of the interaction were relatively constant over the age range studied: for all three age groups, the mothers controlled the interactions, taking responsibility for determining which of the pictures would be discussed. The content of the interactions varied as a function of the child's age; more active participation was demanded of older children, who were asked more questions by their mothers and who received more complex information. For all age groups, maternal questioning was related to the mother's beliefs about her child's word knowledge; she was more likely to ask the child to label a picture if she thought the child knew the label. (Several forms of maternal support for the child's performance, including feedback, are discussed.) (HTH)

ED 275 001 CS 210 130

Deming, Mary P.; Valeri-Gold, Maria
The Writing Center: A Leader in Change and Service.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Writing Center Association Conference (Mobile, AL, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Disabilities; Educational Facilities; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Outreach Programs; Peer Teaching; *Program Content; *Program Development; Program Improvement; Resource Units; *School Community Relationship; *School Role; Student Needs; Study Facilities; Tutorial Programs; Writing Instruction; *Writing Laboratories

To meet the needs of changing student populations, respond to the results of current research, and justify their continued existence financially, writing centers must expand their services to accommodate the diverse needs of various academic, business, and civic members of their surrounding communities. Besides offering peer tutoring and individualized instruction in composition and English usage, writing centers could schedule a variety of workshops at different times of the day for the surrounding community. After-school programs could be instituted for elementary and high school children in the areas of English, reading, and computer literacy. They could also be used as major settings for research in many areas and levels of education. Through close communication with special services counselors and educators, handicapped students with special needs could be helped. Finally, in addition, writing centers could act as clearinghouses for previewing and reviewing new computer software, and could be used to train educators in the evaluation and selection of reading and writing computer software. A staff member could model the software evaluation process for groups of teachers, develop a list of the most appropriate software for particular teacher needs, and help teachers develop computer-based teaching plans. (JD)

ED 275 029 EA 018 876

Hall, Burnis
Leadership Support for Staff Development: A School Building Level Model.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Administrator Role; Elementary Secondary Education; Instructional Improvement; *Instructional Leadership; Leadership; Participative Decision Making; *Principals; Released Time; *School Effectiveness; *Staff Development; Teacher Effectiveness
IDENTIFIERS- Facilitators; *Staff Development for School Improvement Program; *Wayne State University MI

Recent research shows that principals can heavily influence schools' organizational effectiveness. This report describes the instructional leadership roles of elementary and high school principals participating in the Wayne State University Staff Development for School Improvement Program (SDSI) conducted from 1981 through 1984. The SDSI school improvement model is included, along with important characteristics of staff development programs in 15 participating schools. The program is based on teachers' ability to identify their own priorities and collaborate to meet their needs--with the principal's support. Each school received modest funding to be used for staff development activities and a facilitator to guide participants through the six-step process. A recent evaluation found that at least 82 percent of the teachers in each school observed improvements in knowledge, skills, communication, and participative decision-making. Most commonly mentioned strengths were increased involvement in planning school activities and improved staff morale. Program success was greatest when activities were conducted during released time, when there was minimal staff turnover, and when support from the district and the principal was present. Included are tables, seven references, and the author's

ED 275 059 EA 018 909

Squires, David A.
Curriculum Development within a Mastery Learning Framework.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Curriculum Development; Educational Innovation; Educational Theories; Elementary Education; Evaluation Methods; Instructional Improvement; Learning Processes; *Learning Theories; Long Range Planning; *Mastery Learning; *Minimum Competencies; Program Improvement; Student Needs; Teaching Methods
IDENTIFIERS- New Jersey

This paper analyzes mastery learning as an alternative to curriculum planning and discusses implementation of the strategy in a prekindergarten through eighth-grade school district in Red Bank, New Jersey. The paper briefly describes district schools and circumstances affecting the school board's decision to implement mastery learning; discusses program assumptions; and reviews how curriculum tools ensure increasing congruence among curricular, instructional, student, and organizational outcomes. Curriculum is defined to include all consciously-written plans influencing student outcomes. Assumptions about the learner, teacher, purpose of schooling, and nature of knowledge are explicated. Mastery learning assumes that students become similar to one another in learning ability under favorable conditions. Because most children master the curriculum, reform aspires toward a unified curriculum. Knowledge is transmitted in small increments. The structure of knowledge lends coherence (Piaget 1970); therefore, students apply learned generalizations to diverse contexts. The study presents a model developed at Red Bank with incremental instructional units and a "generic" cycle with corrective activities. As student achievement increases, revised unit objectives accommodate those entering grade levels with more of the skills necessary for mastery. Curriculum committees link budgets with improved student outcomes; personnel policies are reviewed for congruency with goals. Nineteen references are appended. (CJH)

ED 275 072 EA 018 923

Smith, Stuart C.

New Structures Build Collaboration among Teachers and Administrators.

Oregon School Study Council, Eugene.
PUB DATE- 86
NOTE- 9p.
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Faculty Development; Instructional Improvement; Mentors; *Participative Decision Making; *Peer Relationship; *Professional Development; School Effectiveness; *School Organization; Teacher Administrator Relationship; Teacher Centers; Teaching Conditions; *Teamwork
IDENTIFIERS- Collegial Teams; Isolation (Professional)

Recently, the traditional school structure has been harshly scrutinized for several key defects, including bureaucratic rules and regulations, professional isolation of teaching staff, evaluation systems irrelevant to instructional improvement, low teacher participation in decision making, and noncooperation between teachers and administrators. This article surveys a variety of new structures categorized under school improvement and professional development that demand teamwork and creation of a school community where the faculty works together on common goals. Many of these programs have already been implemented, and none is a radical departure from traditional school organization. School improvement as a community responsibility involves "lead teachers" guiding and influencing others' activity, collaborative teacher-administrator improvement teams, and teacher evaluation of education programs. Teachers assuming responsibility for their own professional development need a collegial atmosphere in which to improve their skills. Among the available development programs are peer observation, peer coaching, on-the-job training, teacher centers with expert teachers, mentor programs, and teacher support teams. Key factors in all these new structures are mutual respect and cooperation between teachers and administrators. Appended are 11 references. (MLH)

ED 275 046 EA 018 895

Bartell, Carol A.
Role-Related Interests and Perceptions of a Teacher Incentive Plan: Case Studies of Three Elementary Schools.
PUB DATE- Oct 86
NOTE- 69p.; Paper presented at the Annual Meeting of the Mid-western Educational Research Association (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Elementary Education; *Elementary School Teachers; Incentives; Interpersonal Relationship; Job Satisfaction; *Personnel Needs; Principals; Program Evaluation; Program Implementation; Research Needs; Rewards; Role Perception; *Teacher Attitudes; *Teacher Evaluation; *Teacher Motivation

This document reports on a study of the implementation of new teacher evaluation procedures as part of a consultant-designed teacher incentive plan in three elementary schols. The study focused on the impact of this effort on the role-related interests (job satisfactions and needs) of teachers and administrators. Teachers' role-related interests were found to correspond with their overall initial perceptions of the evaluation plan: teachers perceived no impact of the plan on the majority of job satisfactions, but they did perceive a negative impact upon their expressed needs of support, good working relations, appreciation, interest, and so forth, from administrators, colleagues, and parents. The responses of administrators were mixed. The study also attempted to determine how perceptions of the plan were influenced by program experiences, by interpersonal relations, and by the actual process of rating teachers. Twenty tables present statistical data on the positive and negative effects of the many variables affecting perceptions of the plan, including the overall negative effect on morale across schools. The study concludes that further research needs to be done if the goal is to design plans that truly serve as incentives to improve instructional programs. Two pages of references are appended. (IW)

ED 275 085 EA 018 939

Hawkins, Harold L.
Preventive Law: Strategies for Avoidance of Litigation in Public Schools. UCEA Monograph Series.
University Council for Educational Administration, Tempe, AZ.
PUB DATE- 86
NOTE- 47p.
AVAILABLE FROM- Publication Sales, University Council for Educational Administration, 116B Farmer Building, Tempe, AZ 85287 ($4.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; *Conflict Resolution; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; Models; *Policy Formation; Prevention; School Districts; *School Law
IDENTIFIERS- *Preventive Law

Education, the most visible of local government functions, is often the center of a societal climate in which the protection of individual rights is not only expected but also demanded. Governing boards and administrators must deal with conflict and bring about acceptable solutions. Since 1950 education has experienced a significant increase in litigation and a need exists for alternative processes for handling conflicts. One alternative is preventive law that, in education, is the voluntary revision of school district policies and procedures to lessen or obviate potential litigation. The concept of preventive law should help to keep school districts out of court and improve the chances of a pro-district decision when disputes move to litigation. The discussion about preventive law is organized in four chapters. After the introduction of the topic, chapter 2 provides a historical overview of schools and the courts, suggests that education is engaged in an era of litigation, examines the political and judicial models for conflict resolution, and presents a rationale for a new model. In chapter 3 preventive law is described as an emerging concept and is presented as a proactive mode for resolution of conflict. Preventive law strategies, representing five related areas, are provided in the final chapter. Preceding each strategy is an inventory of potential causes of conflict to which the strategy can be applied. Included in the text are 2 tables, 3 figures, and 69 chapter notes of legal citations or bibliographic references. (MLF)

ED 275 114 EC 190 641

Halpern, Andrew S.; Byrne, Andrew R.
Toward Excellence in Secondary Special Education: A Plan for Statewide Initiatives in Oregon. Management Issues and Guidelines.
Oregon State Dept. of Education, Salem.
PUB DATE- 15 Nov 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Disabilities; Documentation; Educational Development; Faculty Development; Institutional Cooperation; *Management Systems; Program Development; *Secondary Education; Secondary School Curriculum; *Special Education; *State Standards; *Statewide Planning; Teacher Certification; Transitional Programs
IDENTIFIERS- *Oregon

Management issues, guidelines, policies, and procedures for implementing a statewide plan in Oregon for improving secondary school special education and transition programs for students with mild or severe disabilities are described. An overview is given of the development of the plan, including discussion of: background events; general underlying assumptions; role of the steering committee; role of the working groups; program evaluation and plan modification; public relations activities; and resource allocation and management. Individual sections focus on each of the working groups (curriculum, coordination, transition, documentation, and certification/training). The first part of each of these sections presents an overview of all the specific objectives, tasks, and activities that have been developed thus far. The second part of each section contains an outline for developing specific contracts to implement some of the plan's tasks and activities over a 17-month period (beginning in January 1986). The outline will be used for identifying funding sources and generating specific requests for proposals for contractors to do the work. The third part of each section presents the remaining tasks and activities that were adopted by the working groups but have not yet been structured as potential contracts. Such structuring will occur after the outcomes of initial efforts have been accomplished and evaluated. (CB)

Fodor, Janet Dean; Crain, Stephen
Simplicity and Generality of Rules in Language Acquisition.
PUB DATE- 84
NOTE- 13p.; Paper presented at the Annual Boston University Conference on Language Development (Boston, MA, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Error Patterns; *Generalization; *Grammar; *Language Acquisition; *Learning Processes; *Linguistic Difficulty (Inherent); *Linguistic Theory; Morphology (Languages); Syntax

An alternative to the standard theory that language learners always formulate the simplest rule to accommodate data is proposed. This new position states that the system of formulating rules and the generalizations made from it by children and adults in the stages of language learning needs to be more specific. The present theory excludes the use of transformational and all other context-sensitive rules and is limited to the use of context-free phrase structure rules. It accepts the "slash categories" of generalized phrase structure grammar but rejects the metarules that generalize across them, because they tend to lead to the same kind of overgeneralization that a transformation leads to. A rule schema that allows rules to be added to the child's system as he learns them, by collapsing slash rules, explains piecemeal language learning and the adjustment of rules to new data presented to the child. Although problems remain in the theory, it holds promise as a basis for research into innate language acquisition and linguistic knowledge. (MSE)

McArthur, Tom
Where Do YOU Stand in the Classroom?--a Consideration of Role, Rules, and Priorities in the Language Classroom.
PUB DATE- Mar 83
NOTE- 10p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Educational Strategies; Elementary Secondary Education; *English (Second Language); Foreign Countries; Ideology; *Power Structure; Second Language Instruction; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Values

Teachers unknowingly carry certain ideologies, preconceived roles, rules, value systems, and world views into the classroom. These notions are communicated to the student by the teacher's language style, comments, body language and gestures, use and organization of things in the classroom, and choice and use of teaching methods and materials. The ideologies may be overt, covert, erratic and ambiguous, or confrontational. Language teaching is influenced by two archetypal traditions: the marketplace tradition, in which language use is dominated by simple necessity and is largely unstructured, and the monastery tradition, in which education in general and language learning in particular occur for formal social and cultural reasons in structured, homogeneous settings. Much of the teacher's ideology derives from his experience with classrooms and schools and the degree to which it relates to one or the other of these traditions, with the priorities of teacher, student, and materials arranged linearly. An alternative is for the teacher to value his own role, the student, and the book equally, establishing and maintaining an equilibrium and avoiding the usual conflict situation between the two traditions. (MSE)

ED 274 786 CE 045 118

Hosch, India, Comp.
Educational Progression of Licensed Practical Nurses to Registered Nursing Programs. Project Report.
Bluefield State Coll., W. Va.; Mercer County Board of Education, Princeton, W. Va.
SPONS. AGENCY- West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.
PUB DATE- 30 Sep 86
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Placement; *Allied Health Occupations Education; *Articulation (Education); Curriculum Development; Educational Policy; *Nurses; *Nursing Education; Policy Formation; Postsecondary Education; *Practical Nursing; *Statewide Planning
IDENTIFIERS- *West Virginia

A project was conducted to develop a structural mechanism for articulation between colleges and vocational schools in West Virginia. Such articulation would permit licensed practical nurses (LPNs) desiring to become registered nurses to transfer credits for their licensed practical nursing courses and thereby eliminate unnecessary repetition of some basic nursing courses. Staff from Mercer County Vocational Technical Center and Bluefield State College collaborated to develop an advanced placement program for LPNs at the college and an action plan for articulation among nursing programs in West Virginia. LPNs who had graduated from an accredited LPN program and who had either passed a nursing mobility profile or obtained a composite ACT score of 18 could enroll in a two-part transition course for which they could earn 11 credit hours. In addition, LPNs who had received their practical nursing education in West Virginia could receive three credits for social science, which could be counted as an elective course. Thus, participation in the advanced placement program allowed LPNs to complete the first year of the college's nursing program by enrolling in 4 as opposed to the traditional 15 hours of nursing courses. The program was slated for implementation in the fall semester of 1986. (Appendixes, constituting two-thirds of this report, include various tables of demographic data on LPNs in West Virginia, a position statement on awarding academic credit for LPN experience, information sheets, copies of the entrance examinations and a discussion of their advantages and disadvantages, data on educational mobility of LPNs and differing admissions criteria in 11 states, and guidelines for articulation agreements.) (MN)

Participation in Adult Education, May 1984.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-308b
PUB DATE- Oct 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; *Adult Students; *Participant Characteristics; Statistics; *Student Costs; Student Participation

This brief report presents data from the sixth triennial survey of adult education conducted as part of the May 1984 Current Population Survey. The narrative provides information on the characteristics of adult education participants, courses and providers, reasons for taking adult education courses, and adult education course costs. These data tables are included: adult education participation by selected characteristics (age, race/ethnicity, school years completed, annual family income, labor force status, regions, occupation); adult education courses by sex of participants; providers of instruction taken by participants in adult education; reason for taking adult education courses by sex of participants; and source of payment for adult education course by sex of participant. The methodology used to prepare the report and these data is also described. (YLB)

ED 274 815 CE 045 185

Pawasarat, John; And Others

Educational Follow-Up Study of Juveniles Released from Ethan Allen and Lincoln Hills Schools.

Wisconsin Univ., Milwaukee, Employment & Training Inst.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Nov 82
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Education; Correctional Rehabilitation; Educational Certificates; *Educational Experience; Followup Studies; *High School Equivalency Programs; *High School Graduates; High Schools; Prisoners; *Recidivism; Student Certification; *Youth
IDENTIFIERS- *General Educational Development Tests

A study examined the educational experiences of all 759 youth released from Wisconsin's two juvenile correctional institutions during 1979. School records, including transcripts from schools attended before and after release, were reviewed for each youth. Parole officers were interviewed whenever school records were in question. Only 3 percent of the youths completed a traditional high school program and 40 percent earned a General Educational Development (GED) credential, most while incarcerated. Reading and mathematics test scores indicated a wide range of reading and mathematics abilities, with many youth requiring remedial help. Of the total, 145 youth (19 percent) were later incarcerated as adults; 60 percent did not complete high school or earn a GED prior to their incarceration as adults. The study recommended development of competency-based education at both institutions with a focus on vocational education, GED completion, and attainment of life skills competencies rather than Carnegie unit credits. (YLB)

Hines, Donna; Helwig, Linda

Human Relations in Business. Competency Test Package. Office Occupations. Instructor's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. 80-146-CTP: $9.00; slide/tape package: $40.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; *Business Skills; *Competence; Competency Based Education; Disabilities; Exceptional Persons; *Human Relations; Job Skills; Mainstreaming; *Office Occupations Education; Office Practice; Postsecondary Education; Sensitivity Training; *Test Items

This competency test package was developed, based on the results of a needs assessment of postsecondary office occupations instructors in Texas, to test human relations competencies taught in audiovisual instructional modules. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate the competency of any instructional method in the area of human relations in business. The competency test package includes a list of performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. A section on administering the tests to handicapped students is also in the package. (KC)

ED 274 858 CE 045 265

Project RESOURCE: Developing a Career Resource Center for Providing a Developmental Vocational Guidance Program. Final Report.

Newport News Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 21 Jul 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; Computer Assisted Instruction; Cooperative Planning; Cooperative Programs; Day Programs; *Developmental Programs; *Facility Planning; *Guidance Centers; *Guidance Programs; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Program Development; School Business Relationship

A project was undertaken to develop and begin implementation of a model developmental vocational guidance program for students in grades 6 through 8 at Hines Middle School in Newport News, Virginia. The computer-based Virginia VIEW Career Information Program was integrated into the model program in order to enhance students' career exploration, and various print and microfiche materials were purchased for use in the developmental program. Next, liaisons were established with two major industries in the area. The local telephone company further agreed to participate in an adopt-a-school arrangement with the middle school. Inservice programs were facilitated to give teachers and counselors current knowledge of local industrial trends, and a model career day program in which representatives for local businesses and industries provided students with first-hand career information was instituted. Through the project, relevent vocational exploration experiences were provided to over 1,000 students at the middle school, and a replicable model for a developmental career exploration program was established. (Appendixes to this report comprise about half the document. They include a project balance sheet, a sample liaison training program agreement, program outlines for a one-day inservice for counselors and teachers, project-related correspondence, a copy of the evaluation instrument used by those assessing the resource center developed during the project, and minutes of the project's advisory committee meetings.) (MN)

Lehrer, Paul M.
Psychological Approaches to the Management of Tension in Performance.
PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association of Schools of Music (Houston, TX, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Music Education; *Musicians; *Prevention; *Stress Management
IDENTIFIERS- *Stage Fright

Anyone who chooses a career as a professional performing artist knows that the management of physical and emotional tension will occupy center stage during at least some phases of his or her professional career. Skills to prevent this anxiety should be taught as a part of professional musicians' training. Tension and anxiety are not synonymous. Some tension is required for activity. Anxiety can improve performance on tasks or anxiety can interfere with it. Anxiety and muscle tension are closely related. Excess muscle tension, along with excess anxiety can severely impair performance. The "Yerkes-Dodson law" states that moderately difficult tasks are performed best under conditions of moderate emotional or physiological arousal. Severe arousal or insufficient arousal impedes performance. This law has been found to hold for musical performance. Treatment for stage fright may include frequent performances or gradual desensitization. Evidence suggests the most powerful stress-reduction treatment for any individual is the one that most directly addresses the particlar stress symptoms the individual experiences: physiological approaches for physiological symptoms, cognitive approaches for cognitive symptoms, and behavioral approaches for behavioral symptoms. For musicians-in-training, the following methods can be utilized in stage-fright prevention: (1) instruction in stress management; (2) opportunities for student to perform several times a week before other students; (3) coursework in recognizing problems of tension and anxiety; and (4) instruction in progressive relaxation. Forty-nine references are provided. (ABL)

ED 274 899 CG 019 403

Brownell, Arlene

Re-Visions of Psychology: Feminism as a Paradigm of Scientific Inquiry.

PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminism; Incest; *Models; *Psychology; *Rape; Sexual Harassment

An intellectual revolution is described in which the logic-centered, value-free model that has served as the foundation for paradigms in psychology is being reevaluated. As part of the intellectual revolution, feminism is presented as a paradigm of scientific inquiry meeting Thomas Kuhn's definition. The question is posed of whether psychologists should continue to adhere to the dominant and traditional paradigms, or whether it is time to recognize feminism as a paradigm of science. Feminist and traditional paradigms are compared and contrasted by focusing on the approaches of each to the areas of rape, incest, and sexual harassment. Two final issues are discussed. The first issue examines how scientific knowledge is limited by paradigms treating psychological processes as individual phenomena unrelated to social context. The second issue explores the social and psychological costs of paradigms that ignore the realities of people's lives. The paper concludes that, as a paradigm of scientific inquiry, the feminist paradigm is contributing to an epistemology of science and is enriching the discipline. Eight ways in which this is happening are listed. (Author/NB)

ED 274 916 CG 019 420

Paterson, Andrea
Mandated Mental Health Insurance: A Complex Case of Pros and Cons. Human Resources Series.
National Conference of State Legislatures, Denver, CO.

PUB DATE- Jul 86
NOTE- 20p.; A product of the Mental Health Project. For related documents, see ED 273 905-910 and CG 019 421-22.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Health Insurance; *Insurance; Insurance Companies; *Mental Disorders; Mental Health; *State Legislation
IDENTIFIERS- New Hampshire

The pros and cons of state laws mandating mental health insurance are discussed in this report. The history of a 1985 Supreme Court case which held that states could mandate mental health benefits introduces the report. In an overview of the issue, the long-standing argument between the insurance industry and the mental health establishment is discussed, including their disagreements on consumer choice in a free market system, potential increases in service utilization and costs, and the appropriateness of the legislative arena deciding the issue. Legislative guidelines are presented for the topics of minimum benefits, persons covered, types of treatment covered, treatment settings, professionals authorized for service, and cost containment measures. Specific state laws are presented with a chart listing 26 states which mandate mental health insurance with their services, policies, and providers covered. The increased interest in mental health insurance by states and the private sector is discussed with implications for the future. A New Hampshire case study and references are included. (ABL)

ED 274 931 CG 019 435

Sexual Abuse Act of 1986. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House.
REPORT NO.- House-R-99-594
PUB DATE- 9 May 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Legislation; *Law Enforcement; *Rape; *Sexual Abuse; Victims of Crime
IDENTIFIERS- Congress 99th

This is a report on House bill H.R. 4745, the Sexual Abuse Act of 1986, which would amend title 18 of the United States Code to modernize and reform federal rape statutes. The document opens with the actual text of the amendment. A section on the background of current federal rape law discusses the crime of rape as primarily a state, not federal, law enforcement problem and reviews the history of the definition of rape and its current meaning in federal law. The intent of the legislation is described in these points: (1) defining offenses in gender-neutral terms; (2) defining offenses so that a trial focuses on the conduct of the defendant, instead of the conduct of the victim; (3) expanding the offenses to reach all forms of sexual abuse; (4) abandoning the doctrines of resistance and spousal immunity; and (5) expanding the federal jurisdiction to include all federal prisons. A section-by-section analysis discusses the effects of each section. Discussions of inflationary impact and cost estimates are included. Finally, the changes this amendment makes in individual sections of Title 18, United States Code, are shown with existing law proposed to be omitted and new wording proposed to be included. (ABL)

ED 274 946 CS 008 538

Stice, Carole F.; Alvarez, Marino C.

Hierarchical Concept Mapping: Young Children Learning How To Learn (A Viable Heuristic for the Primary Grades). Center of Excellence, Basic Skills for the Disadvantaged, Reading/Writing Component Report No. 5.

Tennessee State Univ., Nashville.

PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; *Concept Teaching; *Educational Games; Elementary Education; Elementary School Students; *Learning Activities; *Schemata (Cognition); Visual Learning
IDENTIFIERS- *Concept Mapping; *Visual Representation

A study introduced elementary school students to concept maps--visual representations of a learner's thought processes. Nine teachers with two classes each (kindergarten through fourth grades represented) were taught the terminology of the concept map and were asked to initiate a number of activities in generating concept maps with their children. The children's concept maps provided excellent opportunities for further direct instruction, were developmental, and appeared to be a viable heuristic even for young learners. Teachers reported better test scores, improved understanding of conceptual relations and patterns, and more cooperative class discussions--especially in the peer group mapping events. Children's concept maps became increasingly detailed and complex across grade levels. Second graders seemed to appreciate most fully the need for lists prior to mapping. Both second and third graders initiated concept mapping with the stories and nonfiction writing in which they were engaged, while fourth graders seemed less interested in the experiment though the maps seemed to help their general learning. Concept mapping better prepared the teachers to organize and present their subject matter and to see tangible improvement in children's learning and sharing of ideas in the classroom. (Samples of children's maps are included.) (JD)

ED 274 975 CS 210 045

Kelly, Kathleen A.
Writing across the Curriculum: What the Literature Tells Us.

PUB DATE- 4 Mar 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Area Writing; Faculty Development; Graduation Requirements; Higher Education; *Inservice Teacher Education; *Program Design; Required Courses; School Responsibility; Teacher Responsibility; *Teacher Workshops; Tutors; *Writing Instruction; Writing Laboratories; *Writing Research; Writing Skills
IDENTIFIERS- *Writing across the Curriculum

A review of the literature on writing across the curriculum (WAC) programs indicates that most such programs have four components. First, the programs require that students complete one of the following before graduation: (1) a timed writing test, (2) a departmental endorsement system, (3) a quota of regular content courses designated "writing intensive," or (4) a professional writing course. Second, WAC programs contain faculty development workshops, in which faculty from all departments cooperatively consider strategies for effectively incorporating writing into their courses. The literature in this area covers workshop structure, objectives and activities, audience, and general guidelines. Third, the programs include in-class seminars offered by the writing faculty to help the remaining faculty integrate writing into content courses. Finally, programs include a writing center, in which trained peer tutors help students with their writing assignments. Research shows that if the administration and faculty are strongly committed to WAC programs, then such programs can be successfully implemented in a variety of colleges and universities. However, faculty development workshops must be followed up, preferably by a college obligation to help students write better. (A bibliography is included.) (JD)

ED 274 989 CS 210 101

Saunders, Pearl I.
Computer-Assisted Writing Instruction in Public Community Colleges.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Change; Administrator Evaluation; Administrator Role; Community Colleges; *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; Computer Software; Faculty Development; Faculty Evaluation; Higher Education; Inservice Teacher Education; Instructional Improvement; Instructional Innovation; Teacher Orientation; Teaching Skills; *Writing Instruction; *Writing Research

A study explored the status of computer aided instruction (CAI) in writing programs offered by community colleges identified as using CAI. The questionnaire, completed in the winter of 1986 by 198 English instructors, measured accessibility of computers to faculty and students, types of hardware and software, computer locations, computer facility staffing, computer training, students' use of computers, instructional applications, and barriers to CAI. Findings indicated that, although 86% of the respondents had free computer access, the development of CAI was inhibited by faculty lack of interest, time, administrative support, technical assistance, and quality software and hardware. For effective CAI, results suggested that community colleges' administrators should (1) provide adequate hardware and software, (2) support English instructors' innovative efforts in CAI, (3) arrange computer workshops for faculty and institute "computer literacy" courses into all curricula, (4) implement systematic instructional computing within a free-access environment, and (5) increase efficient utilization of staff. In addition, the findings suggested that English instructors should, by acquiring specialized training in learning theories, curriculum development, composition theory, and computer application, be able to make informed judgments about CAI in writing programs. A four-page bibliography and tables of data are included; a sample questionnaire and correspondence data are appended. (JD)

ED 275 016　　CS 505 395

Allen, Richard L.; Waks, Leah
The Dimensionality of Commonly Employed Mass Media Exposure Measures.
PUB DATE- 86
NOTE- 30p.; An earlier version of this paper was presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Funding for research was provided by a National Institutes of Health Biomedical Research Support Grant to the University of Michigan.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Error of Measurement; Mass Media; *Measurement Objectives; *Media Research; Newspapers; Periodicals; Radio; Research Problems; Television
IDENTIFIERS- *Media Exposure
A study examined whether mass media exposure is a unidimensional, bidimensional, or multidimensional construct as reflected in commonly used indicators of exposure. Telephone interviews were conducted with 534 households to determine media exposure. A structural equation model was proposed to account for the dimensionality of mass media exposure, the relationship among the identified dimensions, the reliability of the indicators, and the measurement errors involved. Results indicated that the hypothesized multidimensional construct provided the best fit. They also showed that the commonly used indicators of mass media exposure had a statistically significant relationship with their respective constructs, though the indicators exhibited both random and nonrandom measurement error. The results of this study suggest that many of the contradictory results relating mass media exposure to various outcome variables may be due to varying degrees of measurement error, and that more attention should be placed on the assessment of the extant measures of mass media exposure and the development of more adequate ones. A three-page list of references and four tables of data are included. A figure illustrates the multidimensional structure of mass media exposure. (JD)

Technical Assistance: Introduction and Definition. REACH: Realistic Educational Achievement Can Happen. Volume I, Part 1 of 5.
Texas Education Agency, Austin.
REPORT NO.- TEA-GE6-300-04
PUB DATE- 86
NOTE- 6p.; For the other parts of this series, see EA 018 878-881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); *Educational Improvement; Elementary Secondary Education; Low Achievement; State Boards of Education; State Programs; *Technical Assistance
IDENTIFIERS- State Regulation; *Texas

To improve the education available to low achieving students, the Texas State Board of Education has developed new policies regarding accreditation, state regulation, and the provision of technical assistance to schools. The accreditation policy shifts state review away from districts in general and to specific schools identified as insufficiently productive in increasing student achievement. State regulations have been revised to permit greater flexibility in program design at the district level. These two changes shift the focus of accountability away from success at following bureaucratic procedures and toward success at obtaining satisfactory educational outcomes. The board's technical assistance policy is aimed at offering a variety of resources to those specific school sites identified as needing improvement. The Texas model meets research-established criteria for effective technical assistance by having a clear purpose, responding to recipient needs, using a systematic yet flexible approach, and encouraging the development of self-sufficiency in the recipient. (PGD)

ED 275 100 EC 190 626

Blockcolsky, Valeda D.; And Others
30,000 Selected Words: Organized by Letter, Sound and Syllable.
REPORT NO.- ISBN-0-88450-798-X
PUB DATE- 79
NOTE- 610p.
AVAILABLE FROM- Communication Skill Builders, 3130 N. Dodge Blvd., P.O. Box 42050, Tucson, AZ 85733 ($11.95 paperback, Catalog No. 2506--ISBN-0-88450-798-X; $16.95 hard copy, Catalog No. 3083--ISBN-0-88450-799-8; add 10% for postage and handling).

LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Bilingual Instructional Materials; Consonants; *Instructional Materials; *Language Acquisition; Phoneme Grapheme Correspondence; Phonetics; *Resource Materials; *Speech Curriculum; *Speech Handicaps; Speech Instruction

This resource tool, which consists of word lists based on consonant sounds and blends, extends the range of materials available to professionals who teach speech sounds to students. The alphabetical word lists are arranged with each consonant sound in initial, medial, and final positions. The blends or sound clusters for each sound follow in family groupings (i.e., /br/ initial, /br/ medial, rb medial/rb/final). They are listed under each consonant in the blend. The first letters of each heading are guides to the sounds (rather than the spelling) of words in the list. Sounds are indicated by English letters and phonetic spellings. Words are grouped by number of syllables to aid the student's progression from simple to complex, with words of one syllable appearing first. (JW)

ED 275 143 FL 016 041

Flanigan, Beverly Olson
Bilingual Education for Native Americans: The Argument From Studies of Variational English.
SPONS. AGENCY- Ohio Univ., Athens.
PUB DATE- Mar 83
NOTE- 14p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto,

Canada, March 15-20, 1983); see FL 015 035.
GRANT- 6650-21000-3660
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; *American Indians; *Bilingual Education; Dialect Studies; Educational Needs; *English (Second Language); Federal Programs; *Language Maintenance; *Language Variation; Nonstandard Dialects; Second Language Instruction; *Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Lakota (Language)

This paper examines the relevant literature on American Indian dialectal variations of English and efforts to maintain American Indian languages through bilingual education programs. The preservation of the ancestral Lakota dialect of the Siouan language is discussed in terms of the implications for educational program planning. It is concluded that many existing programs classified as bilingual are really transition programs providing only a brief daily exposure to the native language. In addition, the English spoken on the reservations is frequently a nonstandard variety that has been analyzed and validated as an old and continuing dialectal form. It is suggested that in light of this information, instruction in Standard English as a Second Dialect combined with native history and culture courses might become the program of first choice for many schools. (MSE)

ED 274 773 CE 044 550

Donath, Max, Ed.; And Others
Employing Technology. RESNA '86. Proceedings of the Annual Conference on Rehabilitation Technology (9th, Minneapolis, Minnesota, June 23-26, 1986).
Association for the Advancement of Rehabilitation Technology, Washington, DC.

PUB DATE- Jun 86
NOTE- 498p.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adaptive Behavior (of Disabled); Communication Aids (for Disabled); Computer Assisted Instruction; Computer Oriented Programs; Daily Living Skills; Delivery Systems; *Disabilities; Educational Diagnosis; *Educational Equipment; Educational Media; *Educational Technology; Electromechanical Aids; Evaluation Methods; Handicap Identification; *Instructional Materials; Job Training; Medical Evaluation; Mobility Aids; Normalization (Handicapped); Postsecondary Education; Prostheses; Secondary Education; Sensory Aids; *Special Education; Technology Transfer; Visual Aids; Vocational Education; *Vocational Rehabilitation

These proceedings include 147 conference papers from 26 discussion sessions, 19 presentations from 6 poster sessions, and 64 works from a multimedia theater program on rehabilitation technology. Addressed in the individual sessions were the following general topics: clinical service delivery in vocational education, prosthetics and orthotics (sensory feedback/shape sensing), visual and auditory sensory aids, clinical delivery for children, technology transfer, applications of clinical service delivery, service delivery structures and policy issues, quantitative assessment, robotics, computer applications, biomechanics, functional electrical stimulation, manual and powered wheelchairs and community mobility, alternative augmentative communication, and seating. The following selective list of papers is representative: "Scientists and Engineers with Disabilities Evaluate Assistive Devices" (Brooks, Redden); "Sensory Feedback in Upper-Extremity Prosthetics" (Lovely, Hudgins); "An Optical Method for Noncontact 3-D Measurement" (Jalkio, Case); "Guidelines for the Use of Automated Learning Devices by Persons Who Are Multiply Handicapped" (Levin); "Toward Telephonic Transmission of Sign Language for the Deaf" (Foulds); "Stimulating the Manufacturing and Distribution of Rehabilitation Technology (Scadden); "A High-Speed Intraoral Switching Device for the Mobility Impaired" (Bradshaw, Pryor, DiPietro, Warfield); "A Service Delivery Model for the Provision of Specialized Seating" (Mundy and Phripp); "Software Design Methodology for Microcomputer-Based Aids: Practical Considerations in Implementation" (Demasco, Galdieri); "Nature and Proportion of Physical Impairments among Indiana's Farm Operators" (Tormoehlen, Field); "Development of an Advanced Robotic Aid" (Leifer, Michalowski, and Van der Loos); "An Independent Vocational Workstation for a Quadriplegic" (Fu); "Computer-Based Toys for Disabled Children" (Ellingson); "Rehabilitation Implications of In Vivo Hip Pressure Measurements" (Mann et al.); "Real-Time Animation of Human Walking for the Evaluation of Pathological Gait" (Morris, Larson, Donath); "Development and Use of a Robotic Arm System with Very Young, Developmentally Delayed Children" (Hoseit, Liu, Cook); "One-Finger Operation of the IBM Family of Personal Computers" (Lee, Vanderheiden, Rasmussen); "The Ultimate Wheelchair--A Mobile Platform that Permits the Person to Fully Adapt to His Environment" (Purdy); "Diagnostic Intervention to Determine Skills and System Requirements for a Nonoral, Blind, Physically Disabled Adult" (Stoveld); "Application of Multiple Workstudy Analysis in the Development of Vocabularies for Augmentative Communication Systems" (Cress, Vanderheiden); "A Methodology to Assist in the Prescription of Wheelchairs" (Shapcott et al.); "A Multidisciplinary Approach to Feeding Assessment at Gillette Children's Hospital" (Baker, Yu, Gottesman); and "Man-Lift Attachment for Paraplegic Tractor Operators" (Richey, Field). (MN)

ED 274 872 CE 045 331

Cvancara, Joseph G.; Weaver, Carol L.
Leadership Development through Planned Instruction in Vocational Education.
Washington State Univ., Pullman. Dept. of Vocational Technical Education.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Aug 82
NOTE- 169p.; Most of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Communication Skills; Curriculum Guides; Decision Making Skills; Educational Resources; Evaluation Methods; *Goal Orientation; Leadership; *Leadership Training; *Learning Activities; Problem Solving; Secondary Education; *Self Evaluation (Individuals); Teaching Methods; Units of Study; *Vocational Education

This teaching guide was developed to assist teachers in implementing leadership development as an integral component in vocational education. The manual includes instructional materials and strategies that will assist students in using their classrooms as laboratories for acquiring and applying leadership skills. The manual includes four unit plans corresponding to four major program goals for preparing students for leadership roles that have been identified. These program goals are as follows: (1) the student is able to assume leadership roles at home, at school, on the job, and in the community; (2) the student is able to facilitate individual and group progress toward identified goals; (3) the student is able to disseminate and receive information through written and oral communication; and (4) the student is able to evaluate individual and group action. Each program goal is supported by enabling

objectives, learning activities, resources, and evaluation techniques. Handouts, activity sheets, information sheets, case studies, and resource lists are provided. The guide includes lists of references and suggested films. (KC)

5

ED 274 961 CS 008 575

Barton, Bob
Tell Me Another: Storytelling and Reading Aloud at Home, at School and in the Community.
REPORT NO.- ISBN-0-435-08231-0
PUB DATE- 86
NOTE- 158p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Characterization; Elementary Education; Language Acquisition; *Literature Appreciation; Oral Language; *Reading Aloud to Others; Reading Attitudes; *Reading Material Selection; *Rhetorical Invention; *Story Telling; *Teaching Methods
IDENTIFIERS- Reading Motivation

Recognizing that exposure to storytelling and reading aloud enhance children's language skills and their enjoyment of literature, this book provides a rationale and suggestions for storytelling and reading aloud both in and beyond the classroom. The first chapter explores various nursery rhymes from around the world, and how this oral tradition allowed the author to ease into storytelling in his classroom and as a profession. The second chapter offers guidelines for finding and choosing different kinds of stories that will engage young listeners who are beyond traditional fairy tales, while the third chapter presents suggestions for developing original stories, including plot and characterization. In a question and answer format, the fourth chapter describes the author's experiences and frame of reference when telling stories. The fifth chapter explores reading stories aloud to children, including selecting books, and dealing with single-sitting books, excerpts from longer works, and books that feature the exploration of language. The last chapter discusses (1) helping children explore words and sounds; (2) encouraging them to read closely, paying attention to their own responses and discovering layers of meaning; (3) helping children understand that a story shapes their existing knowledge and can be remade again and again. A list of readings on storytelling is appended. (HTH)

ED 275 002 CS 210 135

Martin, Reginald
Minority Teachers and Afro-American Literature Courses in the Predominantly White University: Saving the Teacher and the Course in the Next 20 Years.
PUB DATE- Feb 84
NOTE- 14p.; Paper presented at the Meeting of the National Council of Black Studies (Charlotte, NC, February 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Administrator Attitudes; Black Achievement; Black History; *Black Literature; Black Stereotypes; *Black Studies; Black Teachers; *College Curriculum; Curriculum Development; Educational Administration; Educational Environment; Educational History; Educational Responsibility; Educational Trends; *English Curriculum; *English Instruction; Higher Education; *Literature Appreciation

Black educators must act to counter the national trend toward eliminating Afro-American study programs and to preserve these programs as a permanent part of the English literature curriculum. Administrators in predominantly white institutions must be led to understand the importance of black literature to the American experience. To accomplish this goal, black educators must be aware of the history of black studies courses. Although for a time it seemed as if Afro-American literature would be permanently incorporated into the English curriculum sequence, financial difficulties and the demand for practical courses have forced many humanities departments to eliminate all "nonessential" courses. In addition, many black educators have encountered negative experiences when forced to teach in areas other than Afro-American literature; when these teachers are squeezed out, they are seldom replaced. If black studies are to be promoted as a necessary, viable part of the English curriculum, black educators must (1) overcome their feeling of literary inferiority, (2) encourage black writers to publish works of the highest quality, (3) make administrators aware that black writers' works are as important as other American writing, (4) insist that black literature be taught by qualified faculty, and (5) make use of advancements in computer-assisted instruction. (JD)

ED 275 060 EA 018 910

Blackmore, Jill; Spaull, Andrew
The Effect of Australian Teachers Unions on Education Policy: The State and Local Level.
PUB DATE- 17 Apr 86
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Curriculum Development; Decision Making; Educational Change; *Educational Policy; *Employer Employee Relationship; Federal State Relationship; Foreign Countries; Government Role; *Government School Relationship; Organizational Change; Organizational Effectiveness; Policy Formation; *Politics of Education; Teacher Behavior; *Unions
IDENTIFIERS- Australia; *Australia (Victoria)

This five-part paper examines the role of teacher unions in Australian education at the state level. An overview describes the organizational strength of Australia's teacher unions. Part 1, "Teacher Union Growth," presents a history, and part 2, "Teacher Unions and State Education," interprets issues involving unions and government. Part 3, "The Rise of Teacher Trade Unionism 1966-1978," analyzes the reform movement and the rise of teacher militancy. Part 4, "The 1980s: Responding to the Crisis in State Education," discusses government, public, and union conflicts. Part 5, which makes up over two-thirds of the report, is called "Teacher Unionism and Education: The Victorian example," and provides an analysis of Victoria's unique union organization. This part begins by describing fragmentation and reform among Victoria's three major unions and goes on to interpret policy relations between unions and the Labor government between 1982 and 1985; Victorian unions reflect both democratic and oligarchic organizational tendencies. Union activity in policy formation, school organization, and the workplace, as well as in democratization of administrative and curricular decisionmaking are also described in this section. The paper concludes with a discussion of issues that influence unions' localized decisionmaking in the face of educational change. It is concluded that practical questions should be asked about

school-based management to attain effective schooling. Thirty-nine references are appended. (CJH)

ED 275 073 EA 018 924

Madsen, Jean; Reyes, Pedro

Managerial Behavior of Special Education, Elementary, and Secondary Principals: An Empirical Assessment.

PUB DATE- Oct 86
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Instructional Leadership; Models; Observation; *Organizational Theories; Performance Factors; *Principals; *Special Education; Student School Relationship
IDENTIFIERS- Mintzberg (Henry)

Findings of this study of the managerial behavior of special education principals are compared with findings of other studies of managerial behavior of elementary and secondary principals. Mintzberg's theoretical model of administrative behavior (1973) was applied to special education principals. Five structured observations were conducted with five special education principals; field notes were coded for analysis. Similar coding systems were used among the three levels of principalship to derive comparisons. Special education principals and other principals spend similar proportions of their time on the activities of pupil control and organizational maintenance. Differences among the three are as follows: (1) Special education principals work at a less hectic pace, engage in fewer activities, and are minimally interrupted; (2) special education principals have a flexible work routine organized into blocks of time to attend meetings; and (3) special education principals spend more time completing deskwork, have longer meetings, and complete fewer supervisory activities than do regular principals. Special education principals were identified as figureheads and maintained a leadership position in daily operations. Nine tables of data and 23 references are included. (CJH)

ED 274 829 CE 045 208

Kowalski, Theodore J.; Fallon, John A.
Community Education: Processes and Programs. Fastback 243.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-243-7
PUB DATE- 86
NOTE- 36p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90--nonmembers, $.75--members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Education; *Educational Benefits; *Educational Needs; Educational Objectives; *Educational Practices; Postsecondary Education; Program Content; *Program Development; *Program Implementation

This fastback examines the origins and meanings of community education. In the first chapter, the contemporary conditions that have spawned a renewed interest in the concept of community education are contrasted with the conditions that initiated the movement 25 years ago. The second chapter, which examines community education as a program, discusses the following topics: the components of community education programs (needs assessment, leadership, community involvement, physical facilities, participants, and instructors/leaders); steps in program development (assessment, planning, implementation, evaluation, and reassessment); and community education programs that are currently being offered in four cities (Flint, Michigan; Austin, Texas; York, Nebraska; and Elk River, Minnesota). Community education is viewed in terms of a process, i.e., the structure, procedures and intent of interaction among individuals, organizations, agencies, and institutions in a community. Programs which serve as good examples of process are reviewed in the following areas: Birmingham, Michigan; School District No. 2 in New York City; and Independence, Missouri. The potential pitfalls and benefits of community education are outlined in the final chapter. A 13-item bibliography concludes the fastback. (MN)

ED 274 932 CG 019 436

Price, Richard H.; Caplan, Robert D.
Theory Driven Intervention Research on Stress and Coping.
PUB DATE- 22 Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Intervention; Mental Health; Models; *Psychological Studies; Psychology; *Social Support Groups; *Stress Management; *Unemployment

Field research on the relationships among environmental stressors, psychological reactions, and health outcomes has either been correlational or of a program evaluation nature. Neither of these alternatives is satisfactory for testing hypotheses concerning the causal status of variables in process models of stress coping. A theory driven randomized field experiment was used to test a model of stress and coping with job loss. The programatic hypothesis was that vigilant coping and social support are needed for making and implementing difficult decisions such as those following job loss. These elements were combined to generate an intervention protocol. The experimental treatment included training in vigilant coping during job search and provided specific forms of social support hypothesized to promote internalization of vigilant coping patterns. The experimental condition added peer support in the form of pairs of employed participants who telephone each other frequently to discuss their efforts during the intervention program. The experiment included outcome measures such as job seeking and intervening variables including social support and social undermining which are linked by a process model. The longitudinal panel design that surrounds the intervention allowed the testing of a number of hypotheses concerning the effects of the intervention and other variables on mental health, and on active coping with unemployment through job seeking behavior. Although data collection is not complete, it is hoped principles of intervention useful for coping with stress will be derived. (ABL)

McQuade, Marcia T.
Implications for Teaching Report Writing Using the Informal Process.
PUB DATE- 6 Aug 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Brainstorming; Cognitive Processes; Grade 5; Information Sources; Intermediate Grades; Notetaking; Prewriting; Research Methodology; Research Skills; Resource Materials; *Student Research; Student Role; *Teaching Methods; Technical Writing; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Organizational Skills; Topic Selection

The "informal process" for writing reports, which incorporates the mechanics of textbook theory but emphasizes the composition process, may be more successful for teaching fifth graders how to write reports than the traditional approach. This process recommends a number of nontraditional teaching methods. Student choice of topic should be encouraged through the sociable, class activity of brainstorming. Since studies show that determining contradictions in source material is one of the more difficult tasks involved in research, children should read the easiest sources first to eliminate confusion. Students tend to take notes verbatim, a habit which can be countered if students are given specific questions encouraging them to look for distinct pieces of information, while intuitive organizational abilities can be developed through student/teacher conferences throughout the writing process. The following organizational technique for report writing may prove useful: (1) write thoughts at random, (2) cut apart the text in order to organize piles of related text, (3) assemble related material, and (4) edit and revise. Grammar, punctuation, spelling and other mechanics can be taught as mini lessons throughout the report writing period. Reports should be assigned more than once a year and two months should be allowed for instruction in the writing process, with structured writing time set aside each day. Twenty-four references are provided. (JD)

ED 275 047 EA 018 897

Gousha, Richard P.; And Others
Where Are We and Where Are We Going in School Administrator Preparation in the United States?
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; *Administrator Qualifications; *Administrator Selection; *Certification; *Educational Administration; Elementary Secondary Education; Evaluation Criteria; Higher Education; Management Development; Needs Assessment; Program Evaluation; Programs; *Standards; State Standards

This paper reports on (1) the results of a 1984-85 national survey of the status of school administrator preparation, (2) recent literature in the field, and (3) where the field appears to (and should) be going. Participants in the survey included state certification officials, large public school district officials, and directors of doctoral degree programs in educational administration. Results show that (1) significant ongoing review, analysis, and change in the field of school administration is affecting standards for preparation, certification, and employment; (2) 49 of the 50 states have administrator certification standards; (3) the use of competencies and examinations is increasing, as well as requirements such as field experience, internship, and prior teaching experience; and (4) the major focus of current standards, requirements, and competencies is on management skills and legal and policy issues, rather than on foundational studies and instructional and curricular concerns. Much of the literature discusses generalized approaches to foundational study, infusion of values, categorization of skills and behaviors, and flexibility of application. Most preparation programs focus on procedural issues rather than on ethics and leadership issues, but a shift in priorities is underway. Future preparation programs need to improve instruction, field experience, evaluation procedures, and interagency coordination. (IW)

ED 275 086 EA 018 949

Swan, William W.; And Others
Performance Appraisal for Classified Employees in School Districts. Monographs in Education No. 1.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 86
NOTE- 60p.
AVAILABLE FROM- Publication Sales, Bureau of Educational Services, G-9 Aderhold Hall, College of Education, The University of Georgia, Athens, GA 30602 ($6.50; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Employer Employee Relationship; Employment Practices; Inservice Education; *Job Performance; *Personnel Evaluation; School Districts; *School Personnel; *Staff Development
IDENTIFIERS- *Georgia

This monograph is presented as a practical guide for appraising the performance of classified employees in Georgia and contains materials designed for adaptation by other state school districts. The monograph provides a literature synthesis and a generic performance appraisal system. Following an introduction and overview, section 2, "Characteristics of a Performance Appraisal System Based on the Literature," offers information on consistent, formal, and periodic use of a performance appraisal system, use of job description factors as a basis for performance appraisal, use of written procedures for the completing performance appraisals, and use of performance appraisal information for training and development of classified employees. The section includes 23 references. Section 3, "Generic Performance Appraisal System," synthesizes results of the literature review, which are appled to the topics in section 2. Eleven references and eight figures are included. Methods of implementing the system are given in three appendices that comprise one-third of the document. Appendices are entitled: (A) "Procedures and Instructions for Generic Performance Appraisal System for Classified Employees"; (B) "Guidelines for Supervisors (Appraisers) in Completing Performance Appraisals"; and (C) "Blank Forms for Using Generic Performance Appraisal System for Classified Employees." Readers are encouraged to use the appendices in any way that may be helpful. (CJH)

ED 275 101 EC 190 627

Diniz, Fernando, Comp.; Kropveld, Peter, Comp.
The Preparation of Young People with Special Needs for an Active Adult Life--An Exploratory Study. 2nd Version.
Association for Teacher Education in Europe, Brussels (Belgium).
PUB DATE- Oct 84
NOTE- 91p.; Supported by a grant from the Bureau in Favour of Action for the Disabled of the Commission of the European Communities in Brussels.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Daily Living Skills; *Disabilities; *Education Work Relationship; Employment Programs; *Foreign Countries; Legislation; Outcomes of Education; Postsecondary Education; Program Descriptions; *Quality of Life; Recreation; Relevance (Education); Secondary Education; *Special Education; *Teacher Education; Vocational Rehabilitation
IDENTIFIERS- *Europe

An exploratory study sought to examine the special educational needs of young people with disabilities preparing for the transition from school to adulthood. Major issues addressed were citizenship (social and life skills), the world of work, and recreation. Students aged 14 and above from several European countries who were perceived as having special educational needs stemming from a wide range of physical or mental disabilities and emotional or behavioral disorders were studied. Case studies of special needs programs for daily living skills in the United Kingdom, Italy, West Germany, and the Netherlands were reviewed, and legislation pertaining to employment and vocational rehabilitation for special needs persons was studied in Belgium, Denmark, West Germany, France, Luxembourg, the Netherlands, and the United Kingdom. Projects concerning work preparation for special education students and possible alternatives to employment for these students were investigated. Recreational programs which help special needs persons in terms of interpersonal competence, support, and social interaction were also examined, as were trends in the United Kingdom in the provision of further education for special needs students. Among the implications for teacher training that emerged from the study was the need to expand schemes to cater to a wider range of young people with special needs and the need for systematic collection and dissemination of information on existing practice. Seven pages of references are appended. (CB)

ED 275 115 EC 190 646

Ostertag, Bruce A.; Ackerman, Debra
Personnel Training: Federal and California State Mandates Pertaining to the Vocational Education of Handicapped Youth. Module 1.
California State Univ., Sacramento.; San Diego State Univ., Calif.; San Francisco State Univ., Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 86
NOTE- 22p.; For a related document, see EC 190 647.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Education; *Disabilities; *Educational Legislation; *Federal Legislation; Inservice Teacher Education; Job Training; Preservice Teacher Education; Pupil Personnel Services; Secondary Education; Special Education; *State Legislation; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *California

Part of a training curriculum designed to prepare a multidisciplinary team of preservice/inservice personnel to deliver vocational and special education experiences for disabled individuals, this competency-based module focuses on federal and California state mandates pertaining to the vocational education of handicapped youth. Content includes rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Appended to the module is a paper by H. Kaney which highlights key federal and California legislative acts in four categories: (1) special education (Public Law 94-142; Public Law 98-199; California Education Code, Part 30); (2) vocational education and career development (Public Law 98-524; the Carl D. Perkins Vocational Education Act of 1984; California Administrative Code, Title 5); (3) employment (Public Law 97-300, Job Training Partnership Act of 1982; Targeted Jobs Tax Credit; Public Law 98-527, the Developmental Disabilities Act of 1984; Social Security Act); (4) rehabilitation/habilitation (Public Law 93-112; Lanterman Developmental Disabilities Services Act of 1983; California Administrative Code, Title 9). (JW)

ED 275 129 FL 015 757

Giauque, Gerald S.
Grammaire francaise pour etudiants americains (French Grammar for American Students): Workbook and Answers.
PUB DATE- Apr 85
NOTE- 175p.
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Form Classes (Languages); *French; *Grammar; Higher Education; Language Patterns; Language Styles; *Morphology (Languages); Pattern Drills (Language); Programed Instructional Materials; *Punctuation; Second Language Instruction; *Syntax; *Vocabulary Development; Workbooks

This workbook in French grammar, intended for American college students, provides instruction and practice in French morphology, syntax, vocabulary, punctuation, and language style at the intermediate level. It is also designed to increase or reinforce the students' understanding of English grammar, based on the assumption that American students of French have little concrete knowledge of the grammar of their native language. The workbook is divided into sections addressing syllable structure, orthographic symbols, punctuation, common errors, masculine and feminine, verb classes and forms, articles, adjectives, pronouns, phrase analysis, the vocabulary of grammar, finding a good dictionary, contractions, prepositions, pronominal verbs, verb complements, nouns as adjectives, distinguishing between similar verbs, the impersonal pronoun "on", inversion, adverbs, negation, the passive voice, the subjunctive mood, modals, obligation and probability, incomplete phrases, and points of usage for these form classes. Each section contains exercises including pattern drills, translation, sentence construction, and identification and use of French forms. An answer section is located at the end of the workbook. (MSE)

ED 275 159 FL 016 058

Bierschenk, Bernhard; Bierschenk, Inger
Concept Formulation, Part I: The Phenomenon of Cognition. Cognitive Science Research No. 10.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 86
NOTE- 26p.; For Parts II and III, see FL 016 059-060.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Artificial Languages; *Cognitive Processes; Comparative Analysis; Computer Oriented Programs; *Concept Formation; *Epistemology; Foreign Countries; *Language Processing; Learning Theories; Models; Neurolinguistics; *Psycholinguistics; Syntax
The first of three articles on the ways in which people formulate their observations, this paper considers the basic assumptions of both syntactic and paradigmatic models of cognition and their applications in natural (i.e., human) and artificial (i.e., computer) information processing. The analysis begins with background information on the nature of inventions and discoveries, the nature of perception, and modelling of the process of concept formulation. The differences between syntagmatic and paradigmatic processing models are then outlined, and the principles of operationalization, simulation, cross sectional analysis, and cross level analysis are examined as they are applied to models. The role of context in examination of languages is also discussed. A list of 38 references is appended. (MSE)

Reneau, Fred; And Others

Computerized Numerical Control Curriculum Guide.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.; Vocational Technical Education Consortium of States, Atlanta, Ga.

PUB DATE- 86
NOTE- 328p.; For a related test item bank, see CE 045 124.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; Check Lists; Competency Based Education; Computer Software; Electronic Control; *Equipment Utilization; Learning Activities; Lesson Plans; *Machine Tool Operators; *Machine Tools; *Numerical Control; Postsecondary Education; *Programing; *Technical Education; Worksheets
IDENTIFIERS- Vocational Technical Education Consortium States

This guide is intended for use in a course in programming and operating a computerized numerical control system. Addressed in the course are various aspects of programming and planning, setting up, and operating machines with computerized numerical control, including selecting manual or computer-assigned programs and matching them with program/language definitions, determining speeds and operating modes, computing tool coordinates and workpiece geometries, verifying cutter paths, plotting programs, programming tool change procedures, matching codes with responses, calculating running times, preparing tapes, writing manual programs, programming with purchased software, designing special features for custom jobs, repairing broken tapes, updating programs for engineering changes, determining job priorities, scheduling programs, checking tooling sheets, installing and loading tools, making dry runs of programs, adding and altering commands, editing programs, running segments of programs, performing sequence searching, and resetting equipment. Each unit contains some or all of the following: a guide sheet consisting of a duty statement, performance and enabling objectives, a list of resources, teaching activities, criterion-referenced measures, and performance guides; visual aids; student worksheets and answers; and checklists. Appendixes include a cross-referenced list of tasks and job titles, definitions, a list of necessary tools and equipment, and a 38-item bibliography. (MN)

ED 274 801 CE 045 167

Terminology of Technical and Vocational Education. Revised Edition = Terminologie de l'Enseignement Technique et Professionnel. Edition Revisee = Terminologia de la Ensenanza Tecnica y Profesional. Edicion Revisada.
International Bureau of Education, Paris (France).
REPORT NO.- ISBN-92-3-002191-1
PUB DATE- 84
NOTE- 143p.
LANGUAGE- English; French; Spanish; Russian; Arabic
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Arabic; Definitions; English; French; Postsecondary Education; Russian; Secondary Education; Spanish; *Technical

Education; *Vocabulary; *Vocational Education

This five-language glossary of vocational-technical terms is intended to serve a dual purpose: (1) to establish a generally acceptable international terminology in five of the working languages of the United Nations Educational, Scientific and Cultural Organization (Unesco)--Arabic, English, French, Russian, and Spanish--in order to facilitate international communication in the field of technical education; and (2) to promote and facilitate a more precise understanding of the Unesco Revised Recommendation concerning Technical and Vocational Education adopted by the General Conference at its 18th session, November 1974, in Paris. The terminology in this guide is not based on the experience of or system prevailing in any one country. An international English, which does not correspond to prevailing usage in any one English-speaking country, served as the base language to which the terminologies and definitions in the other four languages were adapted. The 124 terms defined in this guide are grouped from the more general to the more particular under the following major headings: (1) general terms relating to education; (2) terms relating to systems and structures of education; (3) terms relating to the content of technical and vocational education; (4) terms relating to the teaching and learning process; (5) terms relating to guidance; (6) terms relating to teaching staff, their qualifications and training; (7) terms relating to training; and (8) terms relating to employment. An alphabetical index to the guide contains appropriate paragraph references to the Revised Recommendation. (KC)

ED 274 816 CE 045 186

Bobbitt, Frank

An Examination of the Opinions and Supervised Occupational Experience Programs of Selected Vocational Agricultural Instructors in the U.S. Staff Study.

Michigan State Univ., East Lansing. Dept. of Agricultural and Extension Education.

PUB DATE- 86

NOTE- 80p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; *Program Attitudes; Secondary Education; *Supervised Farm Practice; *Teacher Attitudes; Teacher Characteristics; *Vocational Education; *Work Experience Programs

A study was made of the opinions and programs of a selected group of 77 vocational agriculture instructors to determine the status of supervised occupational experience (SOE) programs among secondary agricultural instructors who had been identified as some of the best in the states surveyed. Of particular interest was the relative role that the three primary options for obtaining SOE (supervised farming, placement, and school land laboratory) played in these selected programs. From the information gathered from a mailed survey of the teachers, the study found that 91 percent of students in secondary agricultural education were involved in the SOE program and that supervised farming is the most often used option, although none of the SOE options has a majority of agricultural students. Older teachers had more of their students in supervised farming, while younger teachers had more of their students in the land laboratory. Most teachers in the study felt that SOE was more important in their programs today than it had been in the past. No differences were found in teachers' opinions by age, teaching experience, type of school, or size of programs, although rural teachers placed more emphasis on SOE than did urban teachers. Teachers indicated that they expect to place more emphasis on SOE programs in the future. Recommendations were made for further study and for placing more emphasis on preparing teachers to supervise SOE programs. In addition, the study called for more rewards for the placement and land laboratories options, since they are used about as often as the farm practice option. (KC)

ED 274 843 CE 045 227

Hines, Donna; Helwig, Linda

Making Decisions and Setting Priorities. Competency Test Package. Office Occupations. Instructor's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-147-CTP: $9.00; slide/tape package--$40.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; *Competence; Competency Based Education; *Decision Making Skills; Disabilities; Exceptional Persons; Job Skills; Mainstreaming; *Office Occupations Education; Office Practice; Planning; Postsecondary Education; *Test Items

This competency test package was developed, based on the results of a needs assessment of postsecondary office occupations instructors in Texas, to test decision-making competencies taught in audiovisual instructional modules. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in the area of making decisions and setting priorities. The competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. A section on administering the tests to handicapped students is also included. (KC)

ED 274 859 CE 045 266

Evans, Sue
Arlington Elementary and Middle School Business/Industry/Education Exchange. Final Report.
Arlington County Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 1 Aug 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Educational Needs; *Education Work Relationship; Elementary Secondary Education; Employer Attitudes; *Employers; *Exchange Programs; Institutional Cooperation; *Participant Satisfaction; Program Effectiveness; Program Implementation; *School Business Relationship; *Teachers; Work Attitudes
IDENTIFIERS- *Arlington Public Schools VA

An exchange program was conducted between the Arlington, Virginia, elementary and middle school educators and the city's business/industry/community in order to increase educators' knowledge of local business developments and for employers to identify competencies needed in their businesses. Educators as well as business persons were contacted during the approximately 7-month project to solicit their participation, and educators were scheduled for five or six visits to various businesses. In addition, educators completed surveys indicating their responses to the visits, and evaluation presentations of the visits were made to the Arlington Chamber of Commerce and the public school administrators. The primary accomplishment of the project was the educators' stated intention to use the knowledge they gained from business visits in their classrooms. In addition, the business community developed an understanding of the processes and needs of education. The project was positively received by all of the educators and businesses involved as well as by the Chamber of Commerce. The program will be refined and continued with support by the school system. (Author/KC)

ED 274 886 CG 019 390

Parker, Tommie

A Report on the Evaluation Model and Findings Resulting from Clinical Work with Eight Child-Centered Families and Their Mentally Retarded Children.

PUB DATE- 28 May 84

NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; *Family Problems; Marital Instability; *Mental Retardation; *Parent Child Relationship; Parenting Skills; Parents

IDENTIFIERS- *Family Therapy

Evaluation of child-centered families with mentally retarded children has generated a body of theory based on new concepts of these families. Evidence suggests that relational processes interfering with functional structure in these families also give rise to significant emotional development problems for the retarded child. In turn, symptoms are produced and supported in all family members. Child-centeredness, as an expression of dysfunctional family development, exhibits itself as a family's depending on the child's condition (i.e., mental retardation). For the parents, this provides opportunities to avoid personal and marital confrontation because all concerns must be centered on the retarded child. Deviant interactional marriage patterns such as a conflict-loaded marriage may give rise to child-centeredness. The children may exhibit special symptoms and problems with emotional development, in addition to the problems normally accompanying mental retardation. Family therapy is a useful intervention for treatment of these dysfunctional families. (A case study and references are provided). (ABL)

ED 274 900 CG 019 404

Heesacker, Martin

Future Directions in Research Applying Attitude Change Theories to Counseling.

PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Counseling Techniques; *Counseling Theories; *Research Utilization; *Social Influences; *Theory Practice Relationship

This paper highlights three sources that may have important implications for the future of social influence research in counseling. The first source presented is a major new literature review by P. Paul Heppner et al. that reviews the literature on social influence on counseling and updates earlier reviews. The discussion focuses on three main areas of change Heppner et al. would like to see in future counseling social influence research: (1) client and counselor characteristics; (2) client information processing; and (3) types of therapeutic interventions. The second source examined is the Elaboration Likelihood Model, a promising model for resolving problems in social influence research which deal with inconsistent findings regarding counselor characteristics, little behavior change resulting from client attitude change, and the difficulty of generalizing from social influence research in the laboratory to actual counseling. A new theoretical paper on social influence in counseling (Stan R. Strong, in press) is presented as the third source of future direction in research applying attitude change theory to counseling. Implications for the field are listed. (NB)

Paterson, Andrea; Rhubright, Ellen
Housing for the Mentally Ill: A Place Called Home. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Jul 86
NOTE- 21p.; A product of the Mental Health Project. For related documents, see ED 273 905-910, CG 019 420, and CG 019 422.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Federal Legislation; Homeless People; *Housing Needs; Housing Opportunities; *Local Legislation; *Mental Disorders; *State Legislation
IDENTIFIERS- Virginia

The failure of deinstitutionalization to provide an appropriate place for the mentally ill to live in the communities is the topic of this report. The history of how community-based housing programs fell victim to the same coordination problems that generally plagued deinstitutionalization efforts is discussed. Problems discussed include: (1) communities did not have initial resources to establish many residential programs; (2) federal support transferred to the communities provided inducement to close state hospitals; and (3) mentally ill persons had to pay for housing with federal aid benefits which were inadequate to provide access to even low-income housing. Legislative guidelines to remedy the housing problem are suggested including transitional supervised houses and family care homes. Specific state laws addressing this problem are discussed. It is noted that federal money for public housing and mental health services will probably decrease while the demand for housing will increase, and that recent court cases have supported community-based housing for the mentally ill. A Virginia case study and references are included. (ABL)

ED 274 947

CS 008 539

Williams, Constance M.

What Research Says about the Effect of Oral Reading on Reading Achievement.

PUB DATE- 86

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Language Acquisition; *Listening Skills; Parent Child Relationship; *Parent Role; Preschool Education; *Reading Ability; Reading Achievement; *Reading Aloud to Others; Reading Attitudes; *Reading Research; Vocabulary Development

A review of research on reading and language development highlights the process of immersion, a concept posited by psycholinguistic theorists. Reading aloud, especially at an early age, significantly affects students as it bridges the gap between written and spoken language and familiarizes children with language patterns of literature, expands vocabulary, adds to the child's knowledge of the world, is a means to develop schema, and motivates the child to read and enjoy books. Researchers have found a positive correlation between being read to and reading achievement, reading readiness, the development of listening skills, and early reading capability. Reading to children allows for the introduction to new words, complex sentence structures, standard forms of English, various styles of written language, the development of a sense of story, motivation to refine reading skills, and a pleasurable experience. Furthermore, read-aloud programs may increase reading achievement in children of lower socioeconomic status and younger children in general. Reading aloud to children gives them an educational head start. (JK)

ED 274 990 CS 210 102

Tibbetts, Charlene; And Others
The Composition Skills: Reality vs. Perception. Development Report Number 14.
Illinois Univ., Urbana. Curriculum Lab.
PUB DATE- Sep 86
NOTE- 324p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Curriculum Research; Instructional Effectiveness; School Role; Secondary Education; Self Concept; Self Evaluation (Individuals); *Student Attitudes; Student Reaction; Student Role; Teacher Role; Teacher Student Relationship; Writing Evaluation; *Writing Improvement; Writing Instruction; *Writing Research; *Writing Skills

Evaluating the longitudinal effects of a 5-year secondary school composition curriculum, a study investigated students' perceptions of their ability to use essay-level and syntax-level skills. Student questionnaires provided perception, definition, and usefulness data about the curriculum. Results showed that 3 years elapsed before students became proficient in writing essays using the "illustration" mode. Findings also showed that the students overestimated their ability to use the essay-level skills, but underestimated their syntax-level skills. They defined the essay terms better than the syntax terms and demonstrated that they considered the former more useful. The analytic essay scores correlated positively with student perception and ability to define. Although they used fewer final free modifiers, students' sentence and T-Unit length compared favorably with results in similar studies. The results suggest that developing competent writers requires (1) an articulated curriculum; (2) an English Department sensitive to the time and effort required by the task; (3) student, teacher, parent, and administration participation; (4) continually high standards and constructive feedback; and (5) teacher understanding that not all students progress at the same rate and that none will write well all the time. (Tables of data are appended, and exhibits such as writing samples, proposed writing topics, and a student questionnaire from the study are included.) (JD)

ED 275 017 CS 505 396

Sanders, Wayne C.
Important and Unimportant Organizational Communication: Public Employee Freedom of Speech after "Connick v. Myers."
PUB DATE- May 86

NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Court Litigation; Employer Employee Relationship; Federal Courts; *Freedom of Speech; *Government Employees; Labor Relations; Management Systems; Organizational Change; *Organizational Communication; *Organizational Effectiveness; *Public Agencies; Public Opinion
IDENTIFIERS- *Connick v Myers; First Amendment

A review of 16 Federal Court of Appeals cases indicates the impact of the "Connick v. Myers" case on the nature of freedom of speech in public organizations. The case involved the firing of an assistant district attorney for circulating a job satisfaction survey after she was transferred to a less desirable section of the courts. Since the 1983 Supreme Court decision, the organizational communication of public employees has been constitutionally protected only if the communication pertains to a matter of public concern and outweighs any potential harm to organizational efficiency. The courts still lack a consensus on the matter of how communication within organizations affects and is affected by the outside environment. The factual situations of each case provide insights into how some managers try to control communication within their organizations. The courts continue to argue over what constitutes a "matter of public concern" and to weigh the interest of free communication against that of organizational efficiency. The following tentative conclusions about the effects of the Connick case on the issue of public employee freedom of speech can be drawn: (1) the Connick Test has encouraged judicial restraint, (2) considerable confusion exists regarding the timing of comments, and (3) the problem of actual or potential disruption clouds the protection of employee free speech. (JD)

ED 275 031 EA 018 878

Poor School Performance: Who Are the Students? What Do They Need?
REACH: Realistic Educational Achievement Can Happen. Volume I, Part 2 of 5.

Texas Education Agency, Austin.
REPORT NO.- TEA-GE6-300-05
PUB DATE- 86
NOTE- 6p.; For the other parts of this series, see EA 018 877-881.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Intervention; *Low Achievement; *Performance Factors; *Student Characteristics; Teacher Role

Students exhibiting poor academic performance can be grouped into three categories: those with limited access to the curriculum, those with little interest in traditional schoolwork, and those with low ability. This report lists typical characteristics of students of these types, offers some possible solutions to their performance problems, and suggests a process teachers could use for improving student performance. The process involves developing interventions jointly with colleagues, testing the interventions, requesting peer observations when interventions fail, and seeking involvement by administrators, parents, and students if additional intervention attempts prove unsuccessful. (PGD)

Wayson, W. W.; And Others
Confidence Is Not Coincidence. Some Results of the Phi Delta Kappa (PDK) Commission on Public Confidence in Education.
PUB DATE- Nov 86
NOTE- 36p.; A featured session at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986). Appendix B contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Institutions; *Parent Attitudes; Public Education; *Public Opinion; *Public Support; *School Community Relationship; School Effectiveness; Teaching (Occupation)
IDENTIFIERS- Phi Delta Kappa; Reputational Method

Recent polls and research studies have documented the decline in public confidence in the nation's public schools. In late 1982, Phi Delta Kappa created the PDK Commission on Public Confidence in Education to (1) identify schools and districts with positive public confidence, (2) determine basic transferable characteristics, and (3) develop strategies for communicating and attaining these characteristics. After establishing school confidence as an extension of school and community relations and exploring three stages for a theoretical base, the PDK Commission reviewed confidence-building strategies in several disciplines. The Commission then did a pilot study, devised a school-based questionnaire, established sampling and verifying procedures, and collected and analyzed the data. Using 11 tables, this paper enumerates key indicators of high-confidence schools. Schools boasting positive teacher attitudes, student performances and achievement, a student-centered and caring atmosphere, positive and open communications, and good discipline will find their efforts rewarded by increased public confidence and support. These results are within every educators' grasp, provided realistic goals are set and progress is measured by the indicators in this report. Included are 12 references and 2 appendices providing categorization and coding information on the study instrument. (MLH)

Devine, Joanne
ESL Readers' Internalized Models of the Reading Process.
SPONS. AGENCY- De Paul Univ., Chicago, Ill.
PUB DATE- Mar 83
NOTE- 15p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; *English (Second Language); *Limited English Speaking; Metacognition; Models; *Oral Reading; *Reading Comprehension; Reading Instruction; *Reading Processes; *Reading Strategies; Second Language Instruction

This research study investigated the theoretical reading orientation (sound-centered, word-centered, or meaning-centered) and reading performance of 20 students of various language backgrounds and proficiency levels in an adult English-as-a-second-language program. The research attempted to test the hypothesis that these readers would be able to verbalize their orientations towards reading and that the orientations would affect reading performance. Data were gathered from an oral reading interview, an oral reading sample, and a retelling of the oral reading. Analysis indicated that almost all students were able to articulate their theoretical orientations unambiguously enough to allow classification in one of the reading process models. In addition, a relationship was found between the internalized reading process model and the reader's success in comprehending the text material. Second language reading teachers should be aware that students bring to the reading task a set of assumptions and operating principles concerning what is important in reading, and should attempt to identify the students' individual models and adapt instructional materials and activities to those processes. (MSE)

Building the Social Movement. Papers from an Invitational Seminar (Montreal, Canada, June 4-6, 1986).

British Columbia Univ., Vancouver. Centre for Continuing Education.; Canadian Association for Adult Education, Toronto (Ontario).

PUB DATE- 86
NOTE- 60p.
AVAILABLE FROM- Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, V6T 2A4 Canada ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Literacy; *Adult Programs; *Agency Cooperation; Citizenship Education; *Coordination; Cultural Education; Educational Needs; Educational Objectives; Females; Foreign Countries; Literacy Education; Postsecondary Education; Social Action; *Social Agencies; *Social Mobility; Social Services
IDENTIFIERS- *Canada

Thirty leaders from six Canadian social movements were invited to participate in an invitational seminar that was designed to explore strategies for building stronger collaboration among social movements in the Canadian community. This collection contains the following papers from that seminar: "Building the Social Movement: An Introduction," by Anne Ironside; "Building the Social Movement: An Overview," by Ron Farris; "Why Women Must Take Control of Their Own Learning," by Joan Brown-Hicks and Lisa Avedon; "Defogging the Economy," by James Laxer; "Learning and Culture," by John Macfarlane; "Recreating a Partnership between the Adult Education and Co-operative Movements," by Ian MacPherson; "Environmental Citizenship," by Bea Olivastri; "Adult Learning and the Peace Movement," by Murray Thomson; "Adult Literacy and the Literacy Movement," by Cathy Wright; "Impressions of the Seminar," by Ian Morrison; and Post Script (summaries of the recommendations of the six seminar working groups, which were prepared by Anne Usher, Pat Langridge, Lynn Burton, Paul Dampier, Grace Milashenko, and Morley Campbell). A seminar agenda and list of seminar participants conclude the document. (MN)

ED 274 873 CE 045 332

Communications Skills I. Reading Skills, Writing Skills, Using a Newspaper.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE- 84

NOTE- 79p.; For book II, see CE 045 333.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Business Education; *Communication Skills; Learning Activities; Letters (Correspondence); *Listening Skills; Memory; *Newspapers; Reading Comprehension; *Reading Skills; Secondary Education; Study Skills; Workbooks; *Writing Skills

This student workbook contains instructional units dealing with developing reading, writing, and listening skills and using a newspaper. Addressed in the unit on reading and writing skills are finding main ideas; mastering reading attack skills; improving memory skills; learning words from context; skimming; developing vocabulary; improving study skills and habits; writing letters of inquiry, thank you letters, and letters of application for employment; and completing forms. The unit on listening skills deals with learning to listen and evaluating listening skills. Covered in the unit on using a newspaper are the purpose, format, and parts of a newspaper; newspaper reporters; front pages; editorials and columns; display and classified advertisements; comic strips; vital statistics; and suggestions for teachers concerning supplementary activities. Each unit includes some or all of the following: an introduction, a list of skills that students will have mastered after completing the unit, a unit outline, vocabulary exercises, and passages of instructional text with related student activities. (MN)

ED 274 962 CS 008 57

Malliet, Gineva M.
The Effect of Colour-Word Interference on Children's Memory for Words.
PUB DATE- Aug 86
NOTE- 48p.; Ph.M. Thesis, University of Cambridge.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cognitive Processes; *Color; Comparative Analysis; Elementary Education; Foreign Countries; Instructional Materials; Pretests Posttests; *Printing; Reading Processes; *Reading Research; *Recall (Psychology); Retention (Psychology); Short Term Memory
IDENTIFIERS- *Stroop Color Word Test

The Stroop color-word test involves a conflict situation in which subjects are asked to say aloud the ink color used to print a color word on a card. Interference occurs when the ink color is in conflict with the color word, such as 'red' printed in green ink. On the other hand, little interference occurs when asked to name the color words themselves, regardless of ink color. A study examined this interference effect on children's immediate retention of words printed in color. Subjects, 70 boys and girls, 8 and 9 years old, were pretested for memory ability on a criterion list of 20 neutral words printed in black and white, and assigned to one of three stimulus conditions. In the first, subjects were presented with color words printed in related colors; in the second, subjects were presented with the same color words, but printed in unrelated colors; and in the third, subjects were presented with the same color word printed in black and white. Results of the immediate recall test indicated that the scores for the related color group were superior to those of the unrelated color group, but only for memory as opposed to correct spelling. Mean scores for the unrelated group were also the lowest of the three conditions for both memory and spelling. No other significant differences were detected between the three groups. Results did not support assumptions that the motivational benefits of color in educational materials automatically lead to increased learning. An eight-page bibliography and five data tables are appended. (HTH)

ED 275 003 CS 210 136

Florio-Ruane, Susan
Taking a Closer Look at Writing Conferences.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Conferences; Dialogs (Language); Individual Development; Interpersonal Communication; Power Structure; Revision (Written Composition); *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Teacher Student Conferences

Current literature on writing instruction focuses on the writing conference, which accompanies a shift in emphasis from product to process and potentially transforms the teacher's role from task master and evaluator to respondent, opening the door to greater peer interaction in literacy learning. However desirable this ideal may be, extant research on classroom communication indicates that teachers dominate instructional talk in both the classroom and also in the writing conference. The limitations of the conference arise perhaps because much of the talk is instructional, that is, geared toward an expert/novice distinction between teacher and student. To combat these limitations it may be necessary to change many of the current assumptions about the nature of instruction. Generalizing from research on the learning of oral language at home to language teaching in school, five maxims can be generated: (1) assume competence, (2) know the learner, (3) share interest in the task at hand, (4) follow the learner, and (5) capitalize on uncertainty. To change the way that teachers and students interact in a writing conference, it will probably be necessary to reshape the conditions of all classroom communication so that it is genuinely supportive of student growth and development. A three-page reference list concludes the document. (SRT)

Engelhard, George, Jr.
The Discovery of Educational Goals: An Organizational Perspective.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Grade Placement; Catholic Schools; Classroom Techniques; *Educational Objectives; *Educational Theories; Elementary Education; *Models; Organizational Climate; *Organizational Theories; Public Schools; Research Needs; Social Organizations; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Illinois (Chicago)

A model based on organizational theory was used in this study to discover educational goals emphasized by teachers in classrooms and to explore the impact of the social organization of schooling on these goals. Age-grade structure was examined as a possible organizational characteristic influencing moral and technical goals selected by teachers. Technical goals reflect such cognitive emphases as development of reading competency. Development of commitment to societal values is a moral goal. Seventy Chicago teachers in public and Catholic elementary schools were asked by questionnaire to indicate the degree of emphasis they place on learning a set of moral and technical goals in their classrooms. Basic skills, reading, and arithmethic represented technical goals; honesty, cooperation, and citizenship were moral goals. Age-grade level, type of school (public and Catholic), and student composition were independent variables. Teacher emphasis on the six goals were dependent variables. Some evidence indicates that emphasis on basic skills and reading increases as a function of age-grade level, with an accompanying decrease in emphasis on honesty. Expected differences between type of school were not found. Further research is necessary for firm conclusions about how teachers actually select and implement goals. Twenty-one references are appended. (CJH)

ED 275 130 FL 015 959

Setting Up an Extracurricular Elementary Foreign Language Program. A Manual for School Committees.

Ames Foreign Language Association, IA.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 86
NOTE- 59p.; Sections 1 and 2 are printed on colored paper.
AVAILABLE FROM- Ames Community Schools, c/o Ames Foreign Language Association Treasurer, 120 South Kellogg, Ames, IA 50010 ($25.00, includes right to copy forms).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Committees; Contracts; Curriculum Guides; Discipline; Educational Philosophy; Elementary Education; *Extracurricular Activities; *FLES; Professional Associations; *Program Administration; *Program Development; Program Guides; Records (Forms); *Second Language Programs; Shared Resources and Services; Student Evaluation; *Teacher Selection; Tutors
IDENTIFIERS- *Ames Community Schools IA

A guide for the organization, planning, and administration of an elementary school extracurricular foreign language program emphasizing conversation and cultural exposure includes three sections: (1) information about the Ames Foreign Language Association's organization, services, and philosophy concerning program design and discipline policy; (2) materials for and about the job of tutor coordinator, including information on hiring and evaluating tutors; and (3) materials for the school committee administering the foreign language program. This last section includes an outline of the year's tasks, a timeline, start-up information, a variety of record, administrative, and letter forms, contents of a tutor packet, a list of program ideas, a tutor and coordinator checklist, and a teacher survey form for gathering information on preferred instructional activities. (MSE)

Bloland, Paul A.; Edwards, Patsy B.
Integrating Leisure Planning into Career Counseling Practice.
PUB DATE- 21 Apr 86
NOTE- 23p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Counseling Services; Goal Orientation; Individual Needs; Interests; *Leisure Education; Placement

This paper was written for career guidance counselors and practitioners who work in the field of career planning and placement. It presents a method to help career guidance practitioners assess counselee leisure interests, attitudes, needs, and skills, and to integrate that information into their guidance, thereby improving, broadening, and modernizing their service. A brief explanation of terms is provided, and the rationale for the paper is explained. Preliminary preparation for a career guidance and placement center with a leisure component as part of its program is discussed. A general three-step career/leisure counseling process, adaptable to both individuals and groups, is presented. In preparation for this process, suggestions are given for the building of a leisure activity information file, for finding information on community leisure activities, and for starting a publicity campaign. The three steps discussed include: (1) combined leisure and career information gathering through the use of interviews, questionnaires, and/or tests; (2) assessment in which counselees assess whether their interests and needs are being met; and (3) referral, which gives counselees specific advice to help them reach their career and leisure goals. The appendices list leisure awareness programs on U.S. campuses and existing instruments for leisure counseling. Eighteen references are included. (NB)

Paterson, Andrea
Mental Health Services Coordination: Working towards Utopia. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- May 86
NOTE- 19p.; A product of the Mental Health Project. For related documents, see ED 273 905-910 and CG 019 420-21.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Community Health Services; *Coordination; *Deinstitutionalization (of Disabled); *Federal Legislation; *Mental Health Programs; *State Legislation
IDENTIFIERS- Missouri; Pennsylvania

The need for mental health services coordination is discussed in this report. It is noted that, without coordination, government units and service providers can operate independently and in competition with one another. The move to deinstitutionalization is discussed, including the lack of service coordination resulting from this move and the failure of deinstitutionalization to meet the needs of the seriously mentally ill. Funding practices which encourage uncoordinated, incomplete care are reviewed. Legislative guidelines to ensure coordinated care are described and include such things as requiring interagency agreements, identifying coordination priorities, and instituting a no-refusal policy among all system elements. Particular state laws for identifying and combating coordination problems are presented. Future funding and service implications for state and local government are discussed. Case studies from Missouri and Pennsylvania are presented. References are listed. (ABL)

ED 274 933 CG 019 437

For Coaches Only: How to Start a Drug Prevention Program.
Drug Enforcement Administration (Dept. of Justice), Washington, D.C.

PUB DATE- 86
NOTE- 17p.; For related document, see CG 019 438.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcohol Education; *Alcoholism; Athletes; *Athletic Coaches; *Drug Abuse; Drug Education; High Schools; High School Students; *Prevention; *Program Development
IDENTIFIERS- *Substance Abuse

This booklet encourages school athletic coaches to develop drug prevention programs in their schools. The following topics are discussed: (1) reasons for coaches to be involved in drug prevention programs; (2) awareness of alcohol and drug abuse as a hidden problem in athletes; (3) statistics on drug and alcohol abuse in high school students and athletes; and (4) the harmful effects of drugs and alcohol on physical activities and mental abilities. A list of drug/alcohol abuse prevention program activities in which coaches can be involved is provided. These suggestions include opening a dialogue with athletes on alcohol and drug abuse, knowing the symptoms of alcohol and drug abuse, and enforcing all training rules. Relevant quotations of athletic program administrators are contained throughout the document. Resources which can provide additional information are listed, including a specific packet of material available from the Drug Enforcement Administration. (ABL)

ED 274 977 CS 210 050

Sanders, Wayne C.

Volcanic Tremors in the Third Circuit: First Amendment Freedom of Speech Protections through Common Law Authority.

PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; *Dismissal (Personnel); *Due Process; Employer Attitudes; Employment Practices; *Freedom of Speech; News Media; Public Policy
IDENTIFIERS- Common Law; *First Amendment; Fourteenth Amendment; *Novosel v Nationwide Insurance; Pennsylvania; Press Law

The authority of the First Amendment may transcend the strictures of its original wording, which limits it to proscriptions of federal government suppression of speech. Attempts by some courts to extend First Amendment authority to the workplace is clearly related to the growing criticism of unrestrained managerial dismissal power. The first major attempt was the incorporation of freedom of speech and press rights under the authority of the due process clause of the Fourteenth Amendment, which is limited to protection against the actions of government. The 1983 case "Novosel v. Nationwide Insurance" attempted to bring the First Amendment freedom of speech protections to the private sector workplace using the common law. The United States Third Circuit Court of Appeals held that an employee could sue his or her employer using a tort of wrongful discharge if the dismissal violated public policy as derived from the First Amendment or Article I, Section 7 of the Pennsylvania Constitution. The authority to apply First Amendment freedom of speech protections remains unsettled, though the Fourteenth Amendment trend has brought tremendous change. (The "Novosel case" is discussed in depth.) (JD)

ED 275 032 EA 018 879

Increasing Teacher Effectiveness on Underachieving Campuses. REACH: Realistic Educational Achievement Can Happen. Volume I, Part 3 of 5.
Texas Education Agency, Austin.
REPORT NO.- TEA-GE6-300-06
PUB DATE- 86
NOTE- 7p.; For the other parts of this series, see EA 018 877-881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Evaluation Criteria; Measures (Individuals); *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; Teaching Styles
IDENTIFIERS- Texas Teacher Appraisal Instrument

This document reviews effective teaching behaviors that have been identified through research. The four categories in which these behaviors are examined are instructional strategies, classroom management, the presentation of subject matter, and the establishment of an appropriate learning environment. These four categories also make up four of the five domains that the Texas Teacher Appraisal Instrument, outlined in this report, is designed to assess. The criteria used to measure teacher performance in each domain are identified and indicators used to determine the degree to which these criteria are met are listed. The fifth domain assessed covers professional growth and professional responsibilities outside the classroom. (PGD)

Sistrunk, Walter E.
Politics and Policy in the Southeastern States: Into the 90s--Economics and Policies for Educational Institutions.
PUB DATE- Aug 86
NOTE- 6p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Government School Relationship; Higher Education; *Institutional Evaluation; *Politics of Education; Probationary Period; Public Opinion; Public Policy; *Public Support; School Community Relationship; Small Colleges; *Teacher Education; Teacher Qualifications
IDENTIFIERS- Southern Regional Education Board

Public displeasure with schooling is related to the greater expectations people place in schools when events seem awry in the society at large, as attested by recent problems with crime, drugs, and high unemployment. Today, public dissatisfaction extends to all areas of the educational system and confidence in educational programs and in schools must be restored. Colleges and schools have graduated too many barely literate people and too many poorly prepared teachers and administrators have been sent into the field. Public perceptions of these inadequacies have led to nationwide passage of educational reform laws. Legislatures and boards of regents have responded by initiating improvements in teacher preparation programs, competency testing prior to and after certification, higher entrance requirements, revised curricula, mandatory teacher evaluation, performance based accreditation, and merit pay. The 14 states that comprise the Southern Regional Education Board have pioneered much reform legislation. Recent actions in the Southeast include closure of small state-supported colleges, combining of programs, budget cuts, changes in certification requirements for pincipals, and changes in school accreditation. Provisional certification of teachers and administrators and recertification through school-based staff development will affect university preparation programs. Closure of small colleges will bring nationwide changes that extend beyond the confines of surviving colleges. Although legislators and boards are striving for improvements, those involved in program preparation should assume responsibility. (CJH)

ED 275 116 EC 190 647

Dougan, Patricia; And Others
Personnel Training: Model Vocational Special Needs Programs. Module 8.
California State Univ., Sacramento.; San Diego State Univ., Calif.; San Francisco State Univ., Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 86
NOTE- 29p.; For a related document, see EC 190 646.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; *Demonstration Programs; *Disabilities; *Education Work Relationship; Individualized Instruction; Individualized Programs; Inservice Teacher Education; Preservice Teacher Education; *Program Evaluation; Pupil Personnel Services; Special Education; *Vocational Education

Part of a training curriculum designed to prepare a multidisciplinary team of preservice/inservice personnel to deliver vocational and special education experiences for disabled individuals, this competency-based module focuses on model vocational special needs programs. Content includes rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, and learning activities and alternatives. Attachments include the following: (1) a list of promising quality program indicators for public school transition of students with exceptional needs; (2) four charts showing major programmatic components of a transition model for students with mild and severe disabilities (types of school delivery systems, regular programming, adapted programming, and special and individualized programming); (3) critical factors impacting conceptual models of the transition process; and (4) a list of resources and a selected bibliography. (JW)

ED 275 160 FL 016 059

Bierschenk, Bernhard; Bierschenk, Inger
Concept Formulation, Part II: Measurement of Formulation Processes.
Cognitive Science Research No. 11.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 86
NOTE- 26p.; For parts I and III, see FL 016 058 and FL 016 060.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Concept Formation; *Epistemology; Foreign Countries; *Language Processing; *Measurement Techniques; Models; Psycholinguistics; Syntax; *Synthesis

The second of three articles on the ways in which people formulate their observations, this paper begins with a discussion of the assumptions underlying analytical and class-based models of cognition. The analytical approach to the measurement of cognition is found to be inappropriate because human cognition, and consequently language processing is characterized by the ability to synthesize information. Its measurement requires an instrument that can schematize both intention and orientation. The article ends by proposing a system of identification, process, and supplementation rules for language processing based on the assumptions underlying the process of synthesis. (MSE)

ED 274 774 CE 044 889

Wood, George S., Jr., Ed.; Wood, Alanny, Ed.
Midwest Research-to-Practice Conference in Adult, Community, and Continuing Education. Proceedings (Muncie, Indiana, October 3-4, 1986).
Ball State Univ., Muncie, Ind. Inst. for Community Education Development.
PUB DATE- Oct 86
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Literacy; Adult Students; Community Colleges; *Community Education; Comparative Analysis; Computer Literacy; *Continuing Education; Cooperative Education; Dislocated Workers; Dropouts; *Educational Practices; *Educational Research; Evaluation Methods; Extension Education; Independent Study; Job Satisfaction; Life Satisfaction; Outcomes of Education; Participation; Postsecondary Education; Program Evaluation; Reentry Students; *Research Utilization; Self Concept; Student Attitudes; Student Characteristics; Teacher Burnout; Teaching Methods

The following papers are included: "Schoolhouse in the Factory: The Phenomenology of Literacy" (Berlin); "The Self-Directed Learning Projects of Employed, Married Mothers" (Boyce); "The Forever Plan: Adult Men Who Continue in Postsecondary Education Compared with Those Who Drop Out" (Brown); "Burnout and Associated Factors among Administrators/Mid-Managers of the Cooperative Extension Service in the North Central Region" (Clark); "Recreating the Problem of Participation: An Example of Research to Practice" (Courtney); "Factors Affecting Displaced Workers' Participation in Education and Training Programs" (Dean); "The Tacit Dimension of Practical Knowledge and the Utilization of Research in Adult Education" (Dirkx); "Siddhartha's Spiritual Odyssey: An Analysis of Herman Hesse's Siddhartha Based on Fowler's Stages of Faith Development" (Ferro); "The Relationship between Anomia, Life Satisfaction and Education-Related Variables among Older Adults" (Fisher); "Professional Certification: A Critical Research Issue" (Galbraith and Gilley); "Assessing Training and Development Needs" (Grimstad); "Factors Leading to Job Satisfaction and Dissatisfaction in Adult Basic Education" (Heresz and Orem); "The Role of Interpersonal Communication in Teaching and Learning Situations" (Ihejieto-Aharanwa); "Graduate Studies in Adult Education: An Analysis of Doctoral Programs and Professional Opinions" (Kowalski and Weaver); "An Analysis of Selected Personal Variables Associated with Persistence in a Nontraditional, Liberal Arts Upper-Division Degree Program" (Langenbach and Korhonen); "Identifying the Adult Literacy Research Needs of Indiana: Utilization of the Nominal Group Technique" (Ludden and Wood); "An Analysis of Factors Contributing to the Advancement of Women in Senior Managerial Positions" (Lyons-DeHority); "Application of the Community Education Process Model" (Marshall); "The Creation of Deviance among Adult High School Noncompleters: Relationship of Preadulthood Stigmas with Adult Life-Styles" (Martin); "Returning Adult Women Students: What Are Their Special Needs?" (Muench); "The Measurement of Learning Style: A Critique of Four Assessment Tools with Implications for Research and Practice" (Sewell and Coggins); "Program Evaluation in Adult Education: A Survey of Participants in a University Summer Program" (Snoddy and Levine); "A Whole Language Approach to the Teaching of Adults: A Close Look at Writing" (Soifer and Simmons); "Is to Know to Do?" (Steele); "Age Differences in Student Perceptions of Adult Learner Needs in Selected Community Colleges" (Thompson); "An Ethnology of Physicians for Social Responsibility: Nonformal Adult Education for Social Change" (Turner); "Factors Affecting Self-Esteem in Adult Undergraduate Students" (Van Ness); "Computer Awareness for Adults" (Young and Vernon); and "Issues in the Practice of Action Research" (Zuniga and Smith). (MN)

ED 274 802 CE 045 168

The Integration of General and Technical and Vocational Education. Trends and Issues in Technical and Vocational Education 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ISBN-92-3-102088-9

PUB DATE- 86

NOTE- 348p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Books (010)

DESCRIPTORS- Case Studies; Cross Cultural Studies; *Educational Change; Educational Improvement; *Educational Trends; Foreign Countries; Futures (of Society); *General Education; *Integrated Curriculum; Secondary Education; *Technical Education; *Vocational Education

IDENTIFIERS- Australia; Austria; Brazil; Finland; Hungary; Pakistan; Spain; United States

This book contains eight case studies that describe the state of vocational, technical, and general education in eight Unesco countries, and the progress toward integration of the three types of education in the countries. Countries examined are Australia, Austria, Brazil, Finland, Hungary, Pakistan, Spain, and the United States. The final chapter of the book presents conclusions derived from analysis of the case studies. A summary of the five conclusions reached shows that (1) a comprehensive secondary education system has not yet become a reality and is not likely to improve in the near future; (2) education needs to improve standards for the recognition of achievement in order to ensure a more just evaluation of knowledge, skills, and attitudes; (3) educators will have to recognize that learning is not an activity that is limited to the schools, but rather one that occurs to a large degree outside the education system (in the family and in employment); (4) the values and objectives of education will have to be reviewed and new criteria and priorities set with a view to increasing the relevance of education to modern society; and (5) only a corps of dedicated teachers and educators and capable administrators and supervisors who are sufficiently open-minded to the needs of the future will be able to make the necessary reforms a reality. (KC)

Barrick, R. Kirby

The Role of Local Vocational Education Supervisors as Perceived by Superintendents, Teachers and State and Local Supervisors. Summary of Research 38.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

PUB DATE- 85

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Educational Attitudes; *School Supervision; Secondary Education; *Supervisors; *Teacher Attitudes; *Vocational Education; Work Attitudes

IDENTIFIERS- Ohio

A study was conducted to investigate the duties and responsibilities of local vocational education supervisors in Ohio. The study describes their current role as perceived by local superintendents and vocational supervisors, state vocational education supervisors, and local vocational education teachers, their expected role as described by the same four groups, and discrepancies among the perceptions of the groups. In 1983, surveys were mailed to a sample of 150 local vocational education supervisors, 150 local teachers of vocational education programs, 100 administrators of city and vocational school districts, and 40 state-level supervisors in Ohio; 74 percent responded. The study found little disagreement between perceptions of actual current duties and what should be current duties of local vocational education supervisors. However, there was considerable disagreement among the four respondent groups regarding current and expected duties. Generally, vocational teachers disagreed with the other groups on nearly half of the 47 duty statements in the questionnaire for both current and expected roles. There was little disagreement regarding current or expected roles among vocational superintendents, state supervisors, and local supervisors. The study concluded that a clearer definition of the roles of local vocational education supervisors needs to be made, especially for teachers. (KC)

ED 274 844 CE 045 228

Grant, Shelia I.

Construction Trades. Math Learning Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
PUB DATE- 86
NOTE- 77p.; For related documents, see CE 045 228-232.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area; *Arithmetic; *Building Trades; *Computation; Construction (Process); Decimal Fractions; Fractions; Learning Activities; *Mathematics Skills; *Measurement Techniques; Percentage; Problem Solving; Secondary Education; *Trade and Industrial Education; Volume (Mathematics)

This collection of learning activities is intended for use in reinforcing mathematics instruction as it relates to the construction trades. Fifty activity sheets are provided. These are organized into units on the following topics: numeration, adding whole numbers, subtracting whole numbers, multiplying whole numbers, dividing whole numbers, factoring, fractions, decimals, percents, and measurement. A variety of activities are provided, including exercises in spelling numbers correctly, arithmetic exercises, word problems, and practice in working with geometric figures and interpreting charts. Vocabulary words taken from the construction trades are incorporated into the activities. Answers to each activity are also provided. (MN)

ED 274 887 CG 019 391

Tyler, Forrest B.; And Others
A Preventive Psychosocial Approach for Working with Street Children.
PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Family Problems; Foreign Countries; *Homeless People; Personal Autonomy; Prevention; *Runaways; *Youth Problems
IDENTIFIERS- Colombia

For homeless children, assuming responsibility for their own survival is an act of self-empowerment. However, society tends to see these children as victims to be rescued, delinquents who need to be disciplined, or else they are ignored. These views deny the resourcefulness of children who survive under these conditions. A study was conducted of homeless children of Bogota, Colombia with the goal of mutual empowerment of both the researchers and the children instead of disempowerment of the children. Tyler's psychosocial competence configuration was used as a framework for developing a structured interview to measure children's sense of self-efficacy, trust, and active planfulness in their different life contexts of homes, institutions, and streets. The interview was administered by street workers over a period of 2 years to 144 children (129 boys and 15 girls), 101 of whom were under 18. Results of the study included the following: (1) reasons for leaving home included abuse, excessive discipline, family problems, parental death, poverty, and search for adventure; (2) institutions were appreciated for their ability to meet basic needs but disliked for discipline, violence, and abuse; (3) children survived by stealing, begging, and joining groups; and (4) children primarily wished for work and money to help others and for a home. Implications of this research include social policy changes to prevent family abuse and the need for agencies to support street children, capitalizing on their strengths. (ABL)

ED 274 948 CS 008 550

Sinatra, Richard; Geisert, Gene
Stressing Holistic Approaches to the Teaching of Reading and Writing Using Microcomputers.

PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Courseware; Decision Making; *Holistic Approach; Problem Solving; *Reading Comprehension; Reading Instruction; Teaching Methods; Word Processing; Writing Instruction; *Writing Processes
IDENTIFIERS- *Thinking Skills

An examination of the value of using more sophisticated computer programs in the language arts program led to the design and development of "Thinking Networks," which provide the teacher with a new tool for teaching through nonverbal representation. Using microcomputers to improve reading and writing instruction can incorporate the holistic approach to language learning, which emphasizes (1) the comprehending and composing of words, sentences, and paragraphs within the context of a complete discourse; (2) the synthesis of thinking; and (3) the use of language within real social contexts. The "Think Network Program" consists of software with which students can interact and, in keeping with the newest efforts to enhance the development of problem-solving, uses a graphic approach leading students to understand how a text is organized. It also ensures that students read complete stories or content area selections before booting up the disk. The comprehension work completed during network building shows students how the major and minor ideas of a reading selection are related. Other emerging holistic software programs are also requiring students to deal with whole units of text and to use decision-making, evaluation, and synthesis skills. (JK)

ED 274 991 CS 210 109

Fleming, Margaret, Ed.
Writing across the Curriculum.
Arizona English Teachers Association, Tempe.
PUB DATE- 84
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; Cooperation; *Curriculum Development; Elementary Secondary Education; Faculty Development; Higher Education; Interdisciplinary Approach; Language Acquisition; Program Descriptions; Program Development; *Teaching Methods; Writing Evaluation; Writing Exercises; *Writing Instruction

Noting that in order to introduce and maintain writing across the curriculum programs in the schools English teachers must unite with colleagues to stress learning of all kinds, and that recommendations for the use of writing in content areas do not frighten away students who are apprehensive about writing, the articles in this focused journal issue explore the use of writing in content areas and existing programs. The essays deal with school and district programs, working with students across the curriculum, writing and language in the content areas, and writing beyond the curriculum. The titles of the essays and their authors are as follows: (1) "Writing across the Curriculum: The Marana Experience" (Yvonne Merrill); (2) "Sharing a Successful Writing Program" (Mark F. Goldberg); (3) "Writing across the Curriculum at the University of Arizona" (Diane Clymer and Duane H. Roen); (4) "The Writing Center as Center in Writing-across-the-Curriculum" (Diana George); (5) "Coherence and Commitment: Responding to Student Writing in the Disciplines" (Virginia Nees-Hatlen); (6) "Information and Visual Properties: a Matrix Representation" (Gene Washington); (7) "The Library Research Paper: For the Term, during the Term, and throughout the Term" (Samuel J. Rogal); (8) "Teaching Research Skills: Two New Research Texts" (Regina Rinderer); (9) "Fringe Benefits" (David C. Nelson); (10) "Language across the Curriculum" (Christopher Thaiss); (11) "The Arts in Language Arts: Activities Relating Visual Art to the Language Arts on the Elementary School Level" (Willet Ryder and Eleanor Ryder); (12) "The Language Arts and Music: Recent Research" (Ruth Zinar); (13) "The Writing Process in the Elementary Social Studies Program" (Frances B. Cacha); (14) "'Writing in the Social Sciences' by Joyce S. Steward and Marjorie Smelstor" (reviewed by Mary Katherine Ray); (15) "'Writing to Learn?' But We've Scarcely Begun" (James P. Beck); (16) "Writing and the Real World" (Kent Forrester); (17) "Corrections Personnel: Individualizing the Workshop" (Eleanor M. Hoffman); and (18) "Myth or Reality: The Value of English in the Working World" (Charles R. Duke and Ruth Ann Futrell). The journal concludes with a series of suggested class activities. (HTH)

ED 275 018 CS 505 397

Peterson, Brent D.; Pace, R. Wayne
Try Out a New OD Approach: Measuring Climate and Communication with the Organizational Communication Profile.
PUB DATE- May 86
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Communication Research; *Data Analysis; *Data Collection; Employee Attitudes; Employer Attitudes; Feedback; Industrial Psychology; Industrial Structure; Information Dissemination; Information Systems; Information Utilization; Institutional Research; *Organizational Climate; *Organizational Communication; *Organizational Development; Organizational Effectiveness; Questionnaires; Self Evaluation (Groups)
IDENTIFIERS- *Organizational Communication Profile

The Organizational Communication Profile (OCP) provides a way to survey organization member attitudes, perceptions, expectations, and degree of satisfaction with the manner in which information is handled within the organization. Although the OCP is relatively easy to administer and interpret, the instrument has a complex design and provides information about the overall functioning of the organization. The OCP measures the following variables: (1) communication climate, (2) organizational satisfaction (the core variable), (3) media quality, (4) information accessibility, (5) information load, (6) information dispersion, (7) message fidelity, and (8) organization culture. In organizational development (OD), diagnosis is a critical function involving the collection, analysis, and feedback of organizational data. The OCP represents an inexpensive and efficient method for gathering this information, which can serve as the basis of a wide variety of OD interventions, the most common of which is survey feedback. (Scoring and normative data on each variable are included, along with supplementary tables and an OCP questionnaire.) (JD)

ED 275 048 EA 018 898

Daresh, John C.
Coming on Board: Characteristics of the Beginning Principalship.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-western Educational Research Association (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; *Administrator Attitudes; *Administrator Education; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Management Development; Needs Assessment; *Principals; Socialization; Social Support Groups; Work Environment

Several problems and issues are typical of the beginning years of a principalship. A study of first- and second-year principals in a midwestern state classified these problems and issues into three broad areas: role clarification, limitations on technical expertise, and difficulties with socialization to the profession and to a particular school system. Implications concerning the principals' inservice and continuing professional development needs are as follows: (1) principals need a better type of practicum to let them actually experience the world of administration before they take their first job; (2) specialized inservice administrator training needs to focus on law, school finance, teacher evaluation procedures, computer applications, and other issues of daily, practical concern; (3) new principals need more collegial support, perhaps in a sort of "buddy system"; and (4) principals need patient mentors available to talk about job concerns. References are appended. (IW)

ED 275 102 EC 190 628

Patterson, Aldrich M., Jr.; And Others
The Other Minority: Disabled Student Backgrounds and Attitudes Toward Their University and Its Services. Research Report 8-84.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Career Choice; *College Students; *Disabilities; Higher Education; Occupational Aspiration; *Student Attitudes; Student Characteristics; *Student College Relationship; Student Employment; *Student Needs; *Student Personnel Services
IDENTIFIERS- District of Columbia

Disabled students (58 male and 43 female) attending colleges participating in the Washington D.C. area Coalition of Disabled Student Service Providers were administered a questionnaire to assess their experiences, attitudes, and perceptions within the context of the higher education environment of their particular schools. Students responding to a questionnaire were mobility impaired (25 percent), deaf (17 percent), blind (12 percent), sight impaired (10 percent), wheelchair-quadriplegic (7 percent), wheelchair-paraplegic (6 percent), hearing impaired (5 percent), learning disabled (4 percent), multiply disabled (3 percent), and other (11 percent). Fifty-seven percent were full time students. Seventy-three percent used the disabled student services at their campus, ranging from 100 percent of the multiply disabled to 20 percent of the hearing impaired. Most of the disabled students were comfortable in seeking help with an academic problem from a variety of sources, including parents, counseling center, other students, disabled student services, departmental advisor, faculty member, and academic advisor. The greatest needs of disabled students while in college were financial (31 percent) and assistance with disability (23 percent). About two-thirds had attended public high school with able-bodied students, ranging from 100 percent of the hearing-impaired and multiply-disabled to 24 percent of the deaf students. Factors involved in selecting their university included faculty recommendations, experiences of family or friends, and provisions for the disabled. While 43 percent were quite certain of their career goals, 21 percent felt that health reasons might cause them to leave school, and 38 percent were absolutely sure that they would obtain their degree. (CB)

ED 275 145 FL 016 043

Brown, James Dean

A Cloze Is a Cloze Is a Cloze?

PUB DATE- Mar 83
NOTE- 12p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cloze Procedure; College Students; Comparative Analysis; *English (Second Language); Higher Education; *Item Sampling; *Language Proficiency; *Language Tests; Second Language Instruction; Standardized Tests; *Test Construction; Test Reliability; Test Validity

This study attempted to determine the effectiveness of cloze procedures as norm-referenced instruments by comparing the differential responses of four groups of college students of English as a second language on two identical cloze passages. The responses were scored using both exact-answer and acceptable-word methods. The results indicate that the effectiveness, measured as reliability and validity, appears to be strongly related to how well a given cloze passage fits a given student sample. This suggests, in turn, that pretesting any cloze passage is necessary so that an appropriate passage can be selected and modified or tailored to fit a certain group of students. Taking some or all of these steps should help produce a more reliable and valid norm-referenced instrument on whose scores responsible decisions about students can be based. (MSE)

ED 274 788 CE 045 124

Reneau, Fred; And Others
Computerized Numerical Control Test Item Bank.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.; Vocational Technical Education Consortium of States, Atlanta, Ga.
PUB DATE- 86
NOTE- 67p.; For a related curriculum guide, see CE 045 123.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Automation; Competency Based Education; Computer Software; *Criterion Referenced Tests; Electronic Control; *Equipment Utilization; *Machine Tools; *Numerical Control; Postsecondary Education; *Programing; *Technical Education; Test Items
IDENTIFIERS- Vocational Technical Education Consortium States

This guide contains 285 test items for use in teaching a course in computerized numerical control. All test items were reviewed, revised, and validated by incumbent workers and subject matter instructors. Items are provided for assessing student achievement in such aspects of programming and planning, setting up, and operating machines with computerized numerical control as developing programmed instructions, selecting manual or computer-assigned programs and matching them with program/language definitions, matching machine tools and holders with parts, determining speeds and operating modes, computing tool coordinates and workpiece geometries, verifying cutter paths, plotting programs, defining cutter paths, programming tool change procedures, preparing operating instructions for piece parts, matching codes with responses, calculating running times, preparing tapes, writing manual programs, programming with purchased software, designing special features for custom jobs, repairing broken tapes, updating programs for engineering changes, determining job priorities, scheduling programs, checking tooling sheets, installing and loading tools, making dry runs of programs, adding and altering commnands, editing programs running segments of programs, performing sequence searching, and resetting equipment. Each test item is designed to serve as an evaluation tool for use with Vocational-Technical Education Consortium of States (V-TECS) curriculum guides and is accompanied by a code that contains information about the duty area, task number, performance guide number, and learning domain area/level of the skill being evaluated in the item. (MN)

ED 274 860 CE 045 267

Brittle, Dale L.
Improving Vocational Guidance and Counseling: Planning the Implementation of a Vocational Guidance and Counseling Program for Grades 4-6 in Caroline County Public Schools. Final Report.
Caroline County Public Schools, Bowling Green, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 1 Aug 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Career Exploration; *Career Guidance; Counseling Services; Decision Making Skills; Educational Needs; Elementary Education; *Guidance Centers; *Guidance Programs; Human Relations; Inservice Teacher Education; *Program Development; School Guidance; Self Evaluation (Individuals)

A project was conducted in the Caroline County Public Schools, Virginia, to establish the need for an elementary vocational guidance program. During the project, the schools established a guidance grant committee to assist in planning, developing, and implementing a vocational guidance and counseling awareness program. They also conducted a guidance needs assessment in grades 4-6, visited two school divisions having elementary guidance counseling programs, evaluated each site, and determined what career guidance resources are suitable for grades 4-6. An elementary guidance awareness inservice program was conducted for teachers and administrators in two elementary schools. Following the study, resources were purchased on self-awareness, decision making, understanding the world of work, and understanding others, to be used in the planned guidance programs. The project staff recommended the establishment of a career resource center in each elementary school and counseling and guidance programs to be established by the 1987-88 school year. (Author/KC)

ED 274 874 CE 045 333

Communication Skills II. Using the Telephone, Conducting a Meeting, Making a Speech.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE- 84
NOTE- 69p.; For book I, see CE 045 332.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; Clubs; *Communication Skills; Leadership; Learning Activities; *Meetings; Nonverbal Communication; *Public Speaking; Secondary Education; *Speech Communication; *Telephone Usage Instruction; Workbooks

This student workbook contains two instructional units, the first dealing with using the telephone and the second dealing with conducting a meeting and making a speech. Addressed in the unit on telephone usage are using the telephone directory, placing a call, answering the telephone, and taking messages. The unit on conducting a meeting and making a speech includes materials about organizing a club or group, conducting club meetings and activities, developing a constitution or by-laws, being a good club officer, preparing and delivering a speech, and understanding the communicative value of nonverbal signs. Each unit includes some or all of the following: an introduction, a list of skills that students will have mastered after completing the unit, a unit outline, vocabulary exercises, and passages of instructional text with related student activities. (MN)

Flinn, Jane Zeni
The Role of Instruction in Revising with Computers: Forming a Construct for "Good Writing."
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Classroom Environment; *Computer Assisted Instruction; Grade 6; Holistic Evaluation; Intermediate Grades; Protocol Analysis; *Revision (Written Composition); *Teaching Methods; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Dewey (John)

Using J. Dewey's "reconstruction of experience" concept of revision, a study employed ethnographic methods to investigate the effects of computer assisted writing instruction on students' revising processes. Primary subjects, eight sixth-graders, completed a structured revision task on their compositions, with varying degrees of computer interaction. Data sources included fieldnotes, interviews, audiotapes, videotapes, and writing samples. Retrospective interviews were conducted with the two primary case study writers, and their experiences were related to the revision patterns of 61 students in four classes. Statistics showed that students using computers to revise their compositions wrote longer papers and received slightly higher holistic scores. However, findings revealed that the most striking differences had little to do with computers--class means corresponded dramatically with instructional emphasis. Results suggested that students revised according to a construct of "good writing" that could be linked to three instructional emphases: fluency, word choice, and mechanics. Results also indicated that revision of fluency, word choice, and mechanics could be taught. Thus, the results suggest that the revision process is driven by instructional emphasis, not computer interaction. (Interviews and scoring of the two primary case study writers and statistical tables are included.) (JD)

ED 275 004 CS 210 137

Balajthy, Ernest
Process Writing in the Intermediate Grades: Magical Panacea or Oversold Cliche?

PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Conference on Language and Literacy (Geneseo, NY, August 11-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Writing; *Educational Philosophy; Educational Theories; Elementary School Teachers; Intermediate Grades; Learning Processes; Reading Writing Relationship; Student Evaluation; Student Needs; *Teacher Student Relationship; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Teacher Researchers; *Whole Language Approach

Noting that the principles of writing process instruction typically offered to elementary teachers are less readily adaptable to intermediate classrooms emphasizing content area learning rather than basic skills, this paper explores two key themes important to the successful implementation of writing process instruction: (1) teachers' needs to understand clearly the philosophies and theories underlying writing process approaches, and (2) teachers' needs to assume the role of researcher in their classrooms to understand their students' writing needs and to determine how their strategies meet or fail to meet those needs. The paper first describes the concepts underlying the "whole language approach" and then examines some of the problems facing intermediate grade teachers as they teach the writing process in their classes. These problems are: the need to broaden children's perspectives on different kinds of writing, the need to integrate writing with content area learning, and the need to become researchers in the classroom. To elaborate on the teacher as researcher, the paper outlines the developmental writing needs of intermediate grade students, and how writing can aid in identity building. Finally, the paper discusses the importance of a theoretical understanding of the underpinnings of whole language, as opposed to simple implementation of prescribed techniques. (HTH)

ED 275 075 EA 018 926

Dunstan, Jeffrey F.
The Impact of Changing Values on Organisational Structures in Education.
PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *Administrative Organization; *Decentralization; Decision Making; *Educational Administration; Elementary Secondary Education; Equal Education; Foreign Countries; *Organizational Change; Organizational Objectives; Parent School Relationship; Participative Decision Making; Policy Formation; School Community Relationship; Social Influences; *Sociocultural Patterns; *State Departments of Education; Values
IDENTIFIERS- *Australia (Victoria)

The administration of the Department of Education in Victoria (Australia) went through many organizational structural changes in the period 1970-1986. This paper describes the sequence of these changes, identifies the persons and more general social forces behind them, and details their major effects on various levels of the educational system. For 100 years, until 1972, all functional, geographic, and subject areas of administration were incorporated under statewide central office directors of primary, technical, secondary, and special school education. In 1972, however, regional administration, based on geographic groupings of schools, was introduced, beginning a trend toward decentralization that intensified in the period 1979-1981, when extensive reviews of educational policies and concurrent goal setting resulted in the goal setting resulted in the location of decision making at the school as well as at the regional level. From 1982 to 1985 the primary focus shifted even more to the schools, accompanied by attention to issues of group accountability, equity, consultation, and participative processes at school, regional, and central levels. A Devolution Process Study undertaken in 1985 by the Ministry of Education urges cooperation among all sectors of education and emphasizes openness to continued structural change. Five figures are included and 51 notes are appended. (IW)

ED 275 062 EA 018 912

Farkas, James P.; Milstein, Mike
Educator Stress: Myth or Reality?
PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *Educational Theories; Elementary Secondary Education; Organizational Climate; Performance Factors; Policy Formation; Research Needs; *Stress Variables; Teacher Response; *Teaching Conditions; Teaching Load

Although many researchers conclude that education is a profession marked by high levels of stress or experience of "burnout," this paper contends that educators are more adaptable and hence less stressed than the literature would indicate. The paper surveys literature on educator stress, presents studies indicating low educator stress, and explores reasons why stress is overstated. Studies supporting high educator job stress focus on four categories: (1) lack of control with which to handle assigned responsibilities; (2) role conflict; (3) poor interpersonal workplace relations; and (4) time management difficulties. Results of three New York studies call these findings into question. In a literature review, 70 percent of articles on teacher stres are classified as anecdotal. Most studies are narrow in scope and inconclusive. A "job-related tension index" indicates that educators exhibit low stress characteristics, including role clarity, ability to plan workload, and ability to obtain needed information. Three factos relate to educatos' durability: (1) Stress is not new in education; (2) educators may be a hardy group; (3) as a senior work force, educators may have come to terms with their situations. Policymakers should reconsider resources being funneled into stress reduction efforts unless funds are targeted to specific goals such as improvement of classroom situations. Fifty-nine references are included. (CJH)

ED 275 131 FL 015 970

Narvaez, Dabney; Volk, Dinah
Turn Allocation and Requestives: Two Aspects of Communicative Competence in a Bilingual Early Childhood Classroom. Final Report.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Aug 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; *Classroom Communication; *Code Switching (Language); *Communicative Competence (Languages); Discourse Analysis; Early Childhood Education; Group Dynamics; Interaction; Language Dominance; Limited English Speaking; Participation; Spanish Speaking; *Young Children
IDENTIFIERS- *Requests; *Turn Taking

This study examines natural language use in the bilingual, early childhood classroom in the context of: (1) functional patterns of requests and turn allocators used by Spanish-speaking children; (2) formal patterns of requests and turn allocators used by Spanish-speaking children; (3) the use of language alternation to make requests and allocate turns; and (4) the influence on requests and turn allocation of the children's speech partner (teacher or child), language dominance of the speech partner (Spanish or English), and the activity in which they are engaged. Results show the intimate relationship between classroom language use and all other factors influencing a child's daily existence. Use of functional and formal language was marked by both general similarity and appropriate variation in context, and suggests that in a classroom where a variety of language functions are encouraged, children's formal language knowledge is stimulated. Findings on language alternation suggest that the skill is a useful resource in conversations, that children use one language more than another for requesting and allocating during each activity, and that the children usually use a language appropriate to their speech partner's language dominance. (MSE)

Bierschenk, Bernhard; Bierschenk, Inger

Concept Formulation, Part III: Analysis of Mentality. Cognitive Science Research No. 12.

Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 86
NOTE- 29p.; For parts I and II, see FL 016 058-059.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; *Classification; *Cognitive Processes; *Concept Formation; *Discourse Analysis; Foreign Countries; Interviews; *Language Processing; Models; Political Attitudes; *Syntax; Vertical Organization

This third of three articles on the ways in which people formulate their observations presents an analysis of the perspective or attitude dominating the discourse of an interview. The analysis is conducted according to a paradigm that views the speaker as the controller of discourse perspective. The relationships found in the analysis are represented three-dimensionally. The three-dimensional schema illustrates the mechanisms by which small variations in syntax are reflected in small variations in cognitive movement along the dimensions. (MSE)

ED 274 831 CE 045 210

Thompson, Cecelia; And Others
Introduction to Computers for Home Economics Teachers.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Literacy; *Computer Oriented Programs; *Computer Software; Definitions; *Home Economics; *Microcomputers; Secondary Education
IDENTIFIERS- BASIC Programing Language

Written in simple language and designed in a large-print format, this short guide is aimed at teaching home economics teachers to use computers in their classrooms. The guide is organized in six sections. The first section covers the basics of computer equipment and explains how computers work while the second section outlines how to use computers, including the disk operating system and the disk drive. The third section provides information on caring for computers, including general care and maintenance, handling the diskette, troubleshooting, and classroom security. In the fourth section, various teacher uses for computers are reviewed, such as computer programs for word processing, teacher planning, computer-aided instruction, evaluation and grade reports, building a software collection, creating software, and the BASIC programming language. The fifth section applies computer use to the home economics classroom and suggests content area applications for the various fields of home economics. The final section is a glossary of computer terminology. (KC)

ED 274 845 CE 045 229

Grant, Shelia I.
Metal Trades. Math Learning Activity Packet.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
PUB DATE- 86
NOTE- 69p.; For related packets, see CE 045 228-232.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area; *Arithmetic; *Computation; Decimal Fractions; Fractions; Geometry; Learning Activities; *Mathematics Skills; *Measurement Techniques; *Metal Working; Percentage; Problem Solving; Secondary Education; *Trade and Industrial Education; Volume (Mathematics)

This collection of learning activities is intended for use in reinforcing mathematics instruction as it relates to the metal trades. Fifty activity sheets are provided. These are organized into units on the following topics: numeration, adding whole numbers, subtracting whole numbers, multiplying whole numbers, dividing whole numbers, factoring, fractions, decimals, percents, measurement, and time and pay. A variety of activities are provided, including exercises in spelling numbers correctly, arithmetic exercises, word problems, and practice in working with geometric figures and interpreting charts. Vocabulary words taken from the metal trades are incorporated into the activities. Answers to each activity are also provided. (MN)

ED 274 902 CG 019 406

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
Bridging Services: Drug Abuse, Human Services and the Therapeutic Community. Proceedings of the World Conference of Therapeutic Communities (9th, San Francisco, California, September 1-6, 1985).
World Federation of Therapeutic Communities, Inc., New York, NY.
SPONS. AGENCY- California State Dept. of Alcohol and Drug Programs, Sacramento.
PUB DATE- 86
NOTE- 338p.; For chapter groupings of papers, see CG 019 407-415.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administration; Adolescents; Criminal Law; *Drug Addiction; Drug Education; *Drug Rehabilitation; *Family Problems; Females; *International Organizations; *Mental Health; Prevention

The World Federation of Therapeutic Communities is an international association of drug treatment centers that use the "Therapeutic Community" (TC) to combat chemical dependency and drug addiction. Their 1985 conference focused on bridging services between the TC and the traditional human service systems. A total of 85 separate papers were presented at this conference, and in the proceedings the papers have been grouped into 10 chapters, as follows: (1) Introduction; (2) International Perspectives; (3) TC Research: State of the Art; (4) AIDS, Alcohol and Health Care; (5) Mental Health and the TC; (6) Adolescent Services and the TC; (7) Drug

Abuse and the Criminal Justice System; (8) Women, Family Systems and the TC; (9) Drug Education and Prevention; and (10) Management Issues and Innovations. (NB)

ED 274 919 CG 019 423

Smolucha, Larry; Smolucha, Francine C.
L. S. Vygotsky's Theory of Creative Imagination.

PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; *Concept Formation; *Creative Development; Creativity; *Imagination; *Individual Development; Theories
IDENTIFIERS- *Vygotsky (Lev S)

This paper presents four major features of L. S. Vygotsky's theory of creative imagination. The first feature discussed is that imagination is the internalization of children's play. It is explained that the development of imagination parallels the development of speech which originates in the child's social dialogue with adults, passes through an egocentric phase, and is internalized as inner speech. This inner speech is credited with allowing for an individual's self-consciousness and self-regulation. Finally it is explained that, at age 7 years, the imagination no longer requires external supports and becomes an integral mental function, a consciously directed thought process learned through collective social interactions. It is explained that imagination may serve either personal wish fulfillment or be used in creative problem solving in art and science. The third Vygotskian feature discussed is that a convergence between imagination and thinking in concepts occurs during adolescence and matures in the creative thinking of the adult. The fourth and final Vygotskian feature considered is that both artistic and scientific creativity require the collaboration of imagination and thinking in concepts. (NB)

ED 274 934 CG 019 438

Deighan, William P., Comp.; And Others
Team Up for Drug Prevention with America's Young Athletes.
Drug Enforcement Administration (Dept. of Justice), Washington, D.C.
PUB DATE- 86
NOTE- 29p.; Compiled in the Forest Hills School District, Cincinnati, OH. For related document, see CG 019 437.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcoholism; *Athletes; *Athletic Coaches; *Drug Abuse; *Drug Education; High Schools; High School Students; *Prevention
IDENTIFIERS- *Substance Abuse

Materials useful in drug and alcohol abuse prevention programs directed towards high school athletes are contained in this document. Nine topic areas are covered: (1) effects of athletics on young people, such as pressure to win; (2) reasons athletes use drugs and alcohol, including coping with stress and feeling good; (3) enabling behaviors of coaches which help and encourage athletes to use drugs and alcohol, such as ignoring suspicious incidents or talk; (4) responsibilities of the coach to recognize symptoms of alcohol and drug abuse and know where to refer athletes for help; (5) suggestions for coaches to use daily in drug and alcohol abuse prevention, including such things as using positive peer pressure and confronting suspected violators; (6) a description of the nine-step prevention program in the Forest Hills School District (Cincinnati, Ohio), which is the basis for this document; (7) suggestions for captains of athletic teams; (8) reasons for a coach to survey athletes for drug and alcohol abuse, and the survey itself; and (9) two form letters to parents from coaches alerting parents to the incidence and danger of drug and alcohol abuse in young people. Finally, a survey is provided for the coaches to complete concerning their jobs and their use of these materials and to return to the local school district which formulated this document. (ABL)

ED 274 978 CS 210 067

Dozier, David M.
The Environmental Scanning Function of Public Relations Practitioners and Participation in Management Decision Making.
PUB DATE- 5 Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Evaluation Problems; *Organizational Communication; Organizational Theories; *Participative Decision Making; Program Evaluation; Public Opinion; *Public Relations; Research Methodology; *Role Perception; Role Theory; Systems Approach
IDENTIFIERS- *Environmental Scanning

Focusing on the concepts of scanning (gathering information about segments of the public, their reactions to the organization, and their opinions about issues important to the organization), decision making, and roles, a study examined the relationship between environmental scanning and the participation of public relations practitioners in management decision making. The 1985 membership directories for the Public Relations Society of America and the International Association of Business Communicators formed the sample frame and a questionnaire was mailed to 400 members, with a 34.8% response rate. Factor scales for environmental scanning indicated how frequently the practitioner engaged in each environmental scanning activity. An index for participation in management decision making outlined the variables and the hypotheses tested. Findings showed that both scientific and informal scanning were positively and significantly correlated with the practitioner's managerial role activities, while neither type of scanning was correlated with the practitioner's technical role activities. Some correlation existed between the technical role scale and scientific scanning. Data showed the relationship between scientific and informal scanning and management decision making to be strong, even after the influence of managerial role playing by the practitioner was controlled. (Rival models for scanning, roles, and decision making are discussed, and tables of data are included.) (JD)

ED 275 033 EA 018 880

Increasing School Effectiveness on Low-Performing Campuses. REACH: Realistic Educational Achievement Can Happen. Volume I, Part 4 of 5.

Texas Education Agency, Austin.

REPORT NO.- TEA-GE6-300-07
PUB DATE- 86
NOTE- 6p.; For the other parts of this series, see EA 018 877-881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Elementary Secondary Education; *Institutional Characteristics; Institutional Environment; *School Effectiveness; School Organization

This publication introduces and presents an Effective Schools Checklist that can serve as a broad guide for administrators comparing their schools to the profile of an effective school. The categories assessed are school climate, institutional organization, the curriculum, instruction, training and development, and evaluation and assessment. (PGD)

ED 275 049 EA 018 899

Jackson, Mary E.
Teacher Evaluation: The Role of the Principal.
PUB DATE- Oct 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Mississippi Association of School Administrators (54th, Jackson, MS, October 12-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Evaluation Methods; *Interpersonal Relationship; Management Development; *Principals; Program Implementation; Public Opinion; Teacher Attitudes; *Teacher Evaluation; Teacher Improvement; *Teacher Participation
IDENTIFIERS- *Mississippi

Despite the fact that teacher evaluation has long been a factor in the areas of promotion and salary increase, the proposed statewide implementation of a teacher assessment plan (the Mississippi Teacher Assessment Instrument) has aroused anxiety in Mississippi's educational environment. It is therefore critical that principals actively promote a collaborative process and collegial relationship between the administration and the teaching staff, encouraging teachers to ask for help in improving performance, and providing a process for obtaining that help. Four specific conditions are necessary for maintaining such collegial relations. First, evaluative instruments must be fair and objective and must be fairly administered. Second, teachers must be able to perceive that the objectives of the evaluation process are aimed at improving the instructional program as well as teacher performance. Third, teachers must believe that identification of weaknesses will lead to help in strengthening those areas where weaknesses exist. Fourth, teachers must be involved in the process. Principals must accept the responsibility of knowing and using well whatever instrument is employed, and school districts must assume responsibility for proper training of administrators. (IW)

Harriman, Nancy; Schloss, Patrick J.
Efficacy of a Systematic Prompt Reduction Strategy in Teaching Independent Composition. Final Report.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 25 Aug 85
NOTE- 60p.
GRANT- G-84-023
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Cues; Feedback; *Learning Disabilities; *Prompting; *Reinforcement; Secondary Education; Teacher Response; *Writing (Composition); Writing Skills

The use of systematic prompting and monitoring to increase written sentence production during a ten-minute assigned composition task was investigated with 78 learning disabled (LD) students in grades 7-12. Subjects were classified as LD, were receiving special education services, and evidenced at least a 2-year lag in written language skills. Six experimental groups each consisted of 13 students randomly assigned to one of two prompting conditions: Systematic Prompt Reduction (SPR) or Random Prompt Administration (RPA). The SPR condition included four levels of prompts administered in order from most independent to most dependent: self-initiating, motivational, content-related, and literal. Students were also randomly assigned to one of three monitoring and recording conditions: No Monitoring (NM), Prompt Monitoring (PM), and Prompt and Production Monitoring (PPM). Analyses of variance revealed no statistically significant differences in either production or quality of final compositions among the six groups. It is suggested that future investigations of systematic prompt reduction techniques include monitoring of prompts and production in the context of a cognitive behavior modification strategy with a more selective group of LD students. Appendices provide the sentence production topics, the Sequential Prompt Reduction prompts, the Systematic Prompt Reduction manual, and a composition rating scale. Twenty-four references are also provided. (Author/JW)

ED 275 146 FL 016 044

Chamot, Anna Uhl
A Transfer Curriculum for Teaching Content-Based ESL in the Elementary School.
PUB DATE- Mar 83
NOTE- 10p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Elementary Education; *English (Second Language); *Immersion Programs; Language of Instruction; *Learning Strategies; Limited English Speaking; Mainstreaming; Second Language Instruction; Study Skills; *Transfer of Training; *Transitional Programs
IDENTIFIERS- *Content Based Teaching

This paper discusses and advocates the application of structured immersion, or transfer instruction, to the elementary school curriculum in English as a second language (ESL). It is proposed that transfer instruction, bridging bilingual or ESL programs and the mainstream all-English curriculum, helps children transfer the concepts and skills they have learned in their first language to the learning of a second language. This immersion approach links new content instruction to language development activities and establishes effective study skills and learning strategies that aid the learner in listening and reading comprehension. A two-tier approach helps ESL students make the final transition into all-English medium instruction. The first tier focuses on content instruction in the first language which correlates with content of the English-only curriculum. Simultaneously, the ESL curriculum develops classroom language functions needed after mainstreaming. The second tier provides systematic instruction and practice in transferring first language concepts and skills to English, for students who have developed some English proficiency and a store of appropriate concepts in their first language. The model covers a six-year period and all discipline areas. (MSE)

ED 274 803 CE 045 169

City-as-School (C.A.S.).
New York City Board of Education, Brooklyn, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Career Education; *Community Resources; Curriculum Design; *Dropout Prevention; Educational Innovation; *Experiential Learning; High Schools; Learning Activities; Learning Experience; *Nontraditional Education; Potential Dropouts; *School Community Relationship
IDENTIFIERS- Carnegie Unit; *City as School Program; *Learning Experience Activities Package

City-as-School (CAS) is a New York City Board of Education independent alternative high school whose primary curriculum objective is to link students with hundreds of learning experiences throughout the community. Students receive academic credit for each learning experience successfully completed. Credit is determined by the nature of the activities detailed within an unusual curriculum design, LEAP (Learning Experience Activities Package). Each LEAP, which constitutes the students' course work, consists of a series of content area goals and behavioral tasks to attain those goals in ways unique to each particular community resource and its site facilities. Students do not attend classes in one building but move from one learning experience to another based on their chosen program. A small core of in-house classes provides enrichment and remediation when no appropriate external resource is available. CAS consists of five components (administration, admissions, guidance, resource services, student services) adaptable in whole or in part. Schools choosing to replicate this program receive a demonstration manual (at cost) with component descriptions and forms. CAS participants have significantly increased their school attendance, number of Carnegie units attempted, and proportion of Carnegie units completed and passed and have a significantly lower dropout rate. (CAS data in the form of statistical tables are appended.) (YLB)

ED 274 818 CE 045 188

Rohs, Frederick R.; Warmbrod, J. Robert
Social Background, Personality and Attitudinal Factors Influencing the Decision to Volunteer and Level of Involvement among Adult 4-H Leaders. Summary of Research 39.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Family Characteristics; *Individual Characteristics; *Leaders; *Program Attitudes; *Social Background; *Student Organizations; *Volunteers
IDENTIFIERS- *4 H Clubs; Ohio

A study was conducted to investigate, using a portion of Smith's Sequential Specificity Model, the relationship between social background, personality, and attitudinal factors and the participation of adult volunteers in the 4-H program in Ohio. Data were collected from a sample of 300 adult 4-H volunteers in Ohio through a mailed questionnaire; a response rate of 72 percent was achieved. The study found that the social background factors positively associated with continued participation were (1) having children in 4-H and (2) having a spouse as a leader. Previous experience as a 4-H member was negatively associated with continued participation. Age, length of residence in the community, and number of children under the age of 9 years were positively associated with a leader's length of service. Number of children ages 12-14 was negatively associated with length of service, suggesting that as a leader's children leave the program, the leader stops serving. Homemakers contributed more hours of service than persons in other categories. Several attitudinal factors, such as attractiveness of 4-H, perceived instrumental value of the leader, flexibility, and influence of significant others, were all positive for involvement in 4-H. Finally, the study determined that a leader's length of service increased if he/she were older, had a spouse as a leader, had children in 4-H, was not a laborer, and perceived 4-H as having something to offer the leader personally. The study recommended that further research be conducted on additional attitudinal and personality factors that may influence volunteering, and investigate why the relationships found in this study, such as previous members failing to volunteer, occur. (KC)

ED 274 861 CE 045 270

Sherman, Mary J.
Improving Vocational Guidance and Counseling: A Comprehensive Course Plan for Vocational Preparation. Vocational Guidance and Counseling Project. Final Report.
Manassas Park City School District, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 2 Aug 86
NOTE- 16p.

CONTRACT- VA-86-1-II3-GC-001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; Career Education; *Career Guidance; *Computer Oriented Programs; *Course Selection (Students); Employment Qualifications; Goal Orientation; Grade 7; Grade 8; Junior High Schools; *Occupational Information; *Program Development; Program Improvement; Student Educational Objectives; *Vocational Interests
IDENTIFIERS- *Computer Assisted Counseling

A project was developed for the seventh- and eighth-grade student population to make available a computer-based program that provides specific prerequisite course data as well as electives to careers chosen by the students. The original areas of interest were defined by the student through use of a survey instrument and the initial course assignments made by the school's guidance department. One hundred careers were matched to specific listings of courses and electives. Through his/her program the individual student was allowed three career choices. The computer printed the required courses for that area and listed available electives. A schedule for the first year of operation was designed that proposed scheduling students through English classes (a required course for all students) and others on a "drop by" basis to use the computer. (Illustrations include the career interest survey instrument, user's guide to the computer program, and sample career profiles that are printouts of courses for three chosen careers.) (YLB)

ED 274 875 CE 045 338

Hartel, Jo Anne; And Others
A Guide to ESL Literacy.
Community Learning Center, Cambridge, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- Oct 86

NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Classroom Techniques; *Diagnostic Tests; *English (Second Language); Guidelines; Language Experience Approach; Lesson Plans; *Literacy Education; Reading Instruction; Second Language Instruction; *Student Evaluation; *Student Recruitment; Teaching Methods; Test Items; Writing Instruction

This guide is intended for adult educators who work with limited English-speaking students in need of special literacy instruction. It was developed as an outgrowth of classes with adult English as a Second Language (ESL) students from diverse cultural backgrounds. Many of the students had little formal schooling in their native languages. The guide contains four general sections. Section 1, "Recruiting Adults for ESL Literacy" describes some techniques that the program has used to recruit students; Section 2, the "ESL Literacy Assessment," describes tests of students' listening, speaking, reading, and writing skills at intake, providing numerous texts and examples; Section 3, the "Literacy Learner's Profile," contains two tests measuring students' progress in reading and writing; and Section 4, the "Literacy Techniques Manual," describes teaching techniques and curricula for ESL literacy classes. Lesson plans and materials are included in this section; they can be used for teaching phonics and sight words, ESL literacy, grammar, reading short passages, using language experience and problem-posing approaches, and teaching real-life situations. (KC)

Richards, P. Scott; Davison, Mark L.
Using Multidimensional Scaling to Explore Value Issues in Counseling.
PUB DATE- 26 Aug 86
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beliefs; Church Workers; Client Characteristics (Human Services); Counselor Attitudes; *Counselor Client Relationship; *Counselors; *Multidimensional Scaling; *Religion; *Trust (Psychology); *Values

It is widely agreed that counselors' and clients' values influence every phase of psychotherapy. A preliminary appraisal of the usefulness of multidimensional scaling (MDS) for investigating the effects of values on counseling process and outcome was done. MDS was used to investigate how theistic or atheistic values of a counselor, when revealed, influenced 49 religious psychotherapy clients' and 51 religious leaders' trust of the counselor. Clients were members of The Church of Jesus Christ of Latter-day Saints (Mormons) in Minneapolis/St. Paul, Minnesota, receiving psychotherapy at a Mormon counseling clinic. The non-client subjects were not receiving counseling at the clinic and were serving in non-paid leadership positions in local congregations of the Mormon church. The analysis revealed that: (1) values of atheistic counselors inspired client distrust; (2) a counselor who believed in God inspired the most client trust while a counselor who didn't believe in God inspired the most distrust; (3) client trust was not one-dimensional, there appeared to be both orthodox and unorthodox trust dimensions; and (4) religious leaders were more orthodox in their trust, or more theistically oriented in their values, than were the clients. MDS might be used to investigate other current value issues in counseling. This preliminary appraisal of MDS suggests that it has potential as a methodological tool in this research area. (Author/NB)

ED 274 949 CS 008 553

Oaster, T. R. F.; Thomas, Rick D.
Importance of Context Dependence in the Measurement of Reading Skills.
PUB DATE- 79
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Context Clues; *Reading Ability; *Reading Comprehension; *Reading Research; Reading Skills; *Reading Tests; Test Validity
IDENTIFIERS- *Context Dependence

Past reading research suggests that measures of reading comprehension should be made context dependent. Reading comprehension test questions that are context dependent are best answered by examinees only after the accompanying passages have been read. Recently, there has been some disagreement concerning the exact importance of context dependence in the measurement of reading comprehension. Empirical research generally has used an item analysis approach to insure context dependence of reading measures; item flaws are considered sources of variance to be removed from reading measures. The logical perspective in reading research assumes that context dependent and context absent test performance are related, and that scores obtained without the benefit of contextual passages can reflect overall reading ability. Research has shown that context dependent and context absent item answering skills are significantly correlated, suggesting that the importance of context dependence in measures of reading comprehension is low. (SRT)

ED 275 019 CS 505 398

Stull, James B.; And Others
Assimilating Foreign-Born Employees into Organizations through Effective Orientation Programs.

PUB DATE- May 86
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Figure 1 may be marginally legible.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Employee Assistance Programs; Employer Employee Relationship; *Foreign Workers; Intercultural Communication; Job Performance; *Job Training; Occupational Information; Organizational Communication; *Personnel Policy; Program Development; Quality of Working Life; *Staff Orientation; *Training Methods

Since research suggests that a direct relationship exists between effective orientation and employee productivity, careful consideration must be given to content, design, and delivery issues when developing orientation training programs for foreign-born employees. The United States typically does not provide adequate employee orientation. Employees should be provided with essential information about U.S. culture, job related matters, practical living, health care, shopping, financial matters, and language training. The programs must be delivered in ways that help employees understand and communicate more effectively in their new environments, including field trips, group discussions, and introductions. The following universal communication skills should be part of any orientation program: (1) show respect for others, (2) describe rather than evaluate, (3) understand cultural relativism, (4) demonstrate empathy, (5) help manage the interaction, and (6) stay flexible. Language modification should be encouraged in any cross-cultural situation through simplification, clarification, and specification. (A model of language modification through simplification and visual aids is included.) (JD)

ED 275 034 EA 018 881

Breaking the Low Performance Cycle. REACH: Realistic Educational Achievement Can Happen. Volume I, Part 5 of 5.
Texas Education Agency, Austin.
REPORT NO.- TEA-GE6-300-08
PUB DATE- 86
NOTE- 6p.; For the other parts of this series, see EA 018 877-880.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *School Effectiveness

This publication outlines a process for developing, instituting, and maintaining school improvement in a systematic way. The seven steps in the process are to (1) identify the problems affecting student performance, (2) establish standards by which to measure the success of improvement efforts, (3) collect appropriate data, (4) analyze the data and set priorities for action, (5) generate solutions to the critical problems and establish an improvement plan, (6) implement the improvement plan, and (7) collect new data for evaluating program success. (PGD)

ED 275 088 EC 190 612

Disabled Students beyond School: A Review of the Issues. Position Paper & Recommendations for Action.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- Mar 86
NOTE- 13p.
AVAILABLE FROM- Ann Samuel, Council of Chief State School Officers, Resource Center on Educational Equity, 400 North Capitol, N.W., Washington, DC 20001 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Disabilities; *Education Work Relationship; Federal Programs; Postsecondary Education; School Business Relationship; *State Departments of Education; Statewide Planning; *Transitional Programs; Vocational Education; Young Adults
IDENTIFIERS- Council of Chief State School Officers

The Council of Chief State School Officers' position paper on disabled students beyond school distinguishes among three groups of students who require minimal, interim, or continuing support to make the transition to work or postsecondary education and independent living. Obstacles to a smooth transition are noted, as well as federal efforts to address student transition needs and examples of interagency agreements at the state level. Among twelve recommendations for state education agency (SEA) leadership are the following: Chief state school officers should take the lead in identifying as a major state priority the need for adequate transition services for disabled students who have completed secondary school. SEAs should consider establishing a full-time coordinator position or designating a unit to work with local school systems to plan and implement transition programs. SEAs should encourage coordination and analysis of state data bases required for special education, vocational education, and vocational rehabilitation management. SEAs should promote cooperation between education agencies and the private sector so that vocational education programs are responsive to labor market trends and employer skill demands. (JW)

ED 275 103 EC 190 629

Brody, Sara
The Brody Reading Method: A Successful Approach to Reading and Written-Language Skills for At Risk Students.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Reading; *Decoding (Reading); Elementary Secondary Education; High Risk Students; Interdisciplinary Approach; Learning Theories; *Reading Comprehension; *Reading Difficulties; Reading Skills; Reading Strategies; *Reading Writing Relationship; *Remedial Reading; Spelling Instruction; *Syllables; Writing Skills
IDENTIFIERS- *Brody Reading Method

The Brody Reading Method integrates four components to teach reading and written-language skills to elementary and secondary school students with reading difficulties. The program begins with syllabication for decoding, and then reinforces and expands those skills by providing structured application in content area reading, spelling, and composition. This approach incorporates both word analysis and whole-language techniques. In the elementary grades, the method is used to build a developmental reading foundation which can prevent the initiation of a failure cycle. The method can also be used for middle and upper grade students as a remedial tool to break the total academic failure syndrome initiated by deficient reading skills. Several studies suggest that teachers are successfully using the Brody Reading Method for at-risk students in the second through twelfth grades in reading, resource room, learning disabled, and special education settings. (CB)

ED 275 162 FL 016 066

Culhane, Terry, Ed.; And Others
Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984). Occasional Papers, No. 29.
Essex Univ., Colchester (England). Dept. of Language and Linguistics.
PUB DATE- 84
NOTE- 198p.; For individual papers, see ED 227 652 and FL 016 067-079.
AVAILABLE FROM- Department of Language and Linguistics, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ, England (3 British pounds).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Children; Classroom Communication; Cloze Procedure; Communicative Competence (Languages); Elementary Secondary Education; *English (Second Language); English for Science and Technology; English for Special Purposes; Grammar; Higher Education; Immigrants; *Language Tests; Listening Comprehension; Reading Comprehension; Self Evaluation (Individuals); *Test Construction; *Testing Problems; Test Validity; Vocabulary Development; Writing Evaluation

Papers include: "ESP Tests: The Problem of Student Background Discipline (J. C. Alderson, A. H. Urquhart); "The Lexical Richness of L2 Written Productions and the Validity of Vocabulary Tests" (P. J. L. Arnaud); "The Construction of a Modular Thematic Task Bound English Language Achievement Test Battery for Kuwait" (M. I. Baghdady); "The Fill-In Test: A Modified Multiple-Choice Cloze Technique to Test Reading Comprehension of English as a Foreign Language (M. Bensoussan, R. Ramraz); "Self-Assessment in English as a Foreign Language: Some Preliminary Ideas" (N. A. Berkoff); "Testing Listening Comprehension: Notions and Functions as 'Discrete Points' in a Communicative Context" (M. Boeijen); "Can Grammatical Correctness and Communication Be Tested Simultaneously?" (B. Falk); "Advance Prediction of Difficulty with C-Tests" (C. Klein-Braley); "A Regression Analysis of Direct and Indirect Measures of English as a Second Language Writing Compositions" (K. Perkins); "The Factorial Validity of C-Tests" (U. Raatz); "Language Tests as Indicators of Academic Achievement" (P. M. Rea); "Input and Output in Language Testing" (E. Shohamy); "Language Testing with Immigrant Children" (E. Sussmilch); and "'Classroom Language'--A Neglected Area in Foreign Language Teaching and Testing" (B. Voss). (MSE)

ED 274 775 CE 044 972

Como, Perry; Hagner, David
Community Work Development: A Marketing Model.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0-916671-65-8
PUB DATE- Jan 86
NOTE- 64p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI 54751 ($8.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Role; Case Studies; *Community Development; Community Programs; Consultation Programs; *Disabilities; *Employment Services; *Job Development; *Marketing; Models; Technical Assistence

This manual is concerned with developing community-based work for persons with disabilities, particularly disabled workers in segregated settings and individuals who are considered not yet ready for or capable of work. The first part of the publication deals with the following topics: the concepts of community, work, and severe disabilities; the pros and cons of a two-client model; marketing principles (strategies for developing a business approach and product definition and development); provision of company services (assessment, goal setting, intervention, and monitoring); job positions as variables and job creation as problem solving; and organizational implications for agencies (implications for a marketing approach and for community programming). The second part of the guide consists of case studies of a manufacturer of small electronic motors, a bakery, a power company, and an apartment complex. Concluding the guide is a descriptive listing of 48 different services that agencies can offer their client companies, including affirmative action consultation, accounting and bookkeeping, accident review, contract production, employee placement, financial assistance, human factors consultation, job description development and review, labor force planning, market development, patronage, performance evaluation, production expertise, public relations, safety awareness and training, supervision of workers, time studies and work measurement, try-outs, and writing services. (MN)

ED 274 789 CE 045 125

Reneau, Fred; And Others
Computer Equipment Repair Curriculum Guide.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.; Vocational Technical Education Consortium of States, Atlanta, Ga.
PUB DATE- 86
NOTE- 711p.; For a related test item bank, see CE 045 126.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Administration; Business Skills; Check Lists; Competency Based Education; *Computers; Computer Software; Electrical Occupations; *Electronic Equipment; *Equipment Maintenance; Learning Activities; Lesson Plans; *Machine Repairers; Secondary Education; Small Businesses; *Technical Education; Worksheets
IDENTIFIERS- *Customer Services; Vocational Technical Education Consortium States

This guide is intended for use in a course to train students to repair computer equipment and perform related administrative and customer service tasks. Addressed in the individual units are the following topics (with selected subtopics in brackets): performing administrative functions (preparing service bills, maintaining accounts and labor records, training new employees, maintaining inventories, and calculating costs); maintaining customer service (answering and troubleshooting customer questions and demonstrating computer hardware and software); installing computer equipment (determining customer requirements, designing system layouts, transporting equipment, testing installations, and demonstrating systems on site); evaluating diagnostics (conducting various board, card, and line tests and interpreting diagnostic flowcharts); maintaining computer equipment (cleaning, lubricating, adjusting, and setting various components); and servicing computer equipment (interpreting various charts and schematics, installing and repairing various hardware, performing operator duties, and making adjustments). Each unit contains some or all of the following: a guide sheet consisting of a duty statement, performance and enabling objectives, a list of resources, teaching activities, criterion-referenced measures, and performance guides; visual aids; student worksheets and answers; and checklists. Appendixes include a cross-referenced list of tasks and job titles, definitions, a

Hendrix, Mary W.
Prevocational Education Implementation Manual.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 426p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. PRE-101-TG).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Career Awareness; *Career Exploration; *Career Planning; Competency Based Education; Decision Making; Employment Potential; Entrepreneurship; Hand Tools; Job Skills; Leadership; Learning Activities; Occupational Information; *Prevocational Education; *Program Implementation; Safety; Secondary Education; Tests

This manual is intended for use by administrators and teachers in the implementation of prevocational education courses. Section I explains prevocational education. It discusses stages of career development, goals, teacher qualifications, student selection, instruction, and essential elements. Section II contains an instructional delivery outline developed for a prevocational semester course, including estimated time on task. The three units in section III are essential elements common to all vocational programs: leadership; employability skills; and entrepreneurship. Each unit consists of these components: unit and specific objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), information sheets, transparency masters, activity sheets, tests, and answers to activities and tests. Section IV provides materials for use in teaching prevocational education essential elements. Contents include information on developing exploratory experiences, listings of careers and job descriptions classified by program area, information on preparing a unit on hand tools and equipment common to the occupational area, and four units on obtaining occupational information, safety, and career awareness (understanding oneself and decision making). Each unit has the components described above. Section V is an annotated bibliography of career guidance and occupation specific materials. (YLB)

ED 274 964 CS 209 671

Anson, Chris M.
Exploring the Dimensions of Purpose in College Writing.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Case Studies; *College English; *College Freshmen; Discourse Analysis; Freshman Composition; Higher Education; Prewriting; Revision (Written Composition); Rhetorical Criticism; Writing Evaluation; Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- Audience Awareness; *Purpose (Written Composition); *Writing Attitudes

Focusing on purpose in the writing of college freshmen, a study examined the writing processes and how they related to the conceptions of purpose of four freshmen enrolled in a composition course at Indiana University. Discourse-based interviews were conducted before and after the students completed three tasks designed to vary their choice of audience, mode, and focus. Analysis revealed two tendencies that characterized how students viewed the purpose for their writing. Some students were "rhetorically limited" in the development of their purposes and proceeded according to a performance oriented, dualistic, mechanistic view of writing. Others were "rhetorically flexible," constantly moving between their global and operational purposes. Results indicated that students' models of writing and literacy probably influenced their writing more than the specific features of the tasks to which they were responding. At the highest level, these models either inhibited or enhanced the students' thinking processes by restricting or opening up possibilities for more specific purposes within and beyond the texts they were producing. Results support a writing pedagogy in which a qualitative reformulation of students' discourse models is more central to their continued learning than the quantitative acquisition or mastery of certain discourse-specific skills. (An analysis of one subject's response patterns and a three-page reference list are included.) (JD)

ED 274 992 CS 210 110

Fleming, Margaret, Ed.
Guiding Students through the Writing Process.
Arizona English Teachers Association, Tempe.
PUB DATE- Feb 82
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Associative Learning; Brainstorming; Content Area Writing; Discourse Analysis; Elementary Secondary Education; Generative Grammar; Prewriting; Revision (Written Composition); Semantics; Tape Recorders; *Teaching Methods; Vocational Education; Writing Difficulties; Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Readiness; Writing Research
IDENTIFIERS- Speaking Writing Relationship

A variety of process-oriented writing instruction strategies are presented in this focused journal issue. Article titles and authors are as follows: (1) "Central Reference to the Rescue" (Rod Kessler); (2) "Brainstorming: A Heuristic that Works" (Frank C. Cronin); (3) "Brainstorming: A Valuable Supplemental Technique for Teaching Writing" (Barret Marshall Briggs); (4) "Pre-Writing Strategies for Writing about Literature" (John Hollowell); (5) "Whose Purpose Is It Anyway?" (Nancy B. Lester); (6) "Writing for Personal Discovery: A Unit" (Barbara Lounsberry); (7) "Teaching Oral Language Skills as a Precursor to Teaching Composition" (Katherine Jones Loheyde); (8) "R W S L" (Don Woods); (9) "The Tape Recorder: A Bridge from Thoughts to Writing" (Matthew Diomede); (10) "A Focused Look at Vocational Writers" (Susan Warters and Anna Kae McIvor); (11) "A Sequence of Assignments for College Basic Writers" (Kathryn Allen); (12) "Teaching the Test Essay" (Valjeane Olenn Trumpower); (13) "Modes of Discourse as Points of View: A Practical System" (Steven Robins); (14) "Revision: Its Scope, Function, and Value" (Gary Sloan); (15) "The Revision Process for Remedial Writers" (Criss E. Cannady); (16) "Kenneth Burke's Logological Analysis: A Heuristic for the Whole of the Writing Process" (Charles W. Bridges and Ronald F. Lunsford); (17) "From Soup to Nuts: the 'Whole' Writing Process" (James P. Beck); (18) "Responding to Student Essays with the 'Writing Profile'" (Robert S. Hughes, Jr.); (19) "More than Practice Makes Perfect" (Sally McLean and Harold M. Bergsma); and (20) "Generative Rhetoric: A Course of Study in Grammar and Composition" (Leo H. Croteau). A book review by Jim Hepworth and a Monday morning teaching section--"Semantics Simulation" (Elaine Caret); "Mystery Writing" (Douglas L. Decker); and "Word Association as a Pre-Writing Activity" (Pam Davenport)--are included. (JD)

ED 275 005 CS 210 141

Valentino, Marilyn J.
Assessing the Writing Competence of High School Students: Lorain's EECAP, Its History and Implementation.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Conference on Writing Assessment (4th, Cleveland, OH, April 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Higher Education; High Schools; Inservice Teacher Education; Instructional Improvement; Program Descriptions; *Student Evaluation; *Writing Evaluation; Writing Improvement; Writing Instruction
IDENTIFIERS- *Early English Composition Assessment Program; Ohio

In response to a nationwide concern for quality education and academic preparedness, the Ohio State Board of Education created in 1983 the Early English Composition Assessment Program (EECAP) for improving the writing competency of exiting high school students. Faculty from more than 15 two- and four-year institutions and many more high schools participate in this expansive collaborative project, which involves teacher inservice instruction and student writing evaluations. At Lorain County Community College, the program began with intensive sessions on holistic grading, followed by the assessment of the first control group of 1,500 and a second population of 3,000 in 1984. During the assessments, students write in response to a topic selected from several chosen collaboratively by the program steering committee. Each essay is evaluated by one college faculty member and one high school English teacher who have attended an initial writing assessment workshop or viewed a videotape of the workshop. All essays are evaluated twice by each reader, first holistically and then analytically. They then note strengths and weaknesses on an assessment sheet, copies of which are kept by the college, returned to the school, and returned to the student. Schools also receive a computer printout providing a profile of writing competency levels and writing strengths and weaknesses in that school and in the county as a whole. Since 1983, more that 28,000 Ohio students have been assessed, and 300 teachers have been involved in the inservice and assessments. (HTH)

ED 275 063 EA 018 913

Peterson, Ken; Kauchak, Don
Career Ladders and Teacher Incentives: The Utah Experiment. Part I: The Implementation. Final Report: Secretary's Discretionary Program Implementation Grant to Develop Teacher Incentive Structures.
Utah Univ., Salt Lake City. Dept. of Educational Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Jun 86
NOTE- 76p.; A collaborative implementation effort among the University of Utah Department of Educational Studies and the Park City, Granite, Nebo, and Rich School Districts (Utah). For case studies, see EA 018 914.
GRANT- G008410033
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Educational Innovation; Elementary Secondary Education; *Employer Employee Relationship; Faculty Development; *Incentives; Inservice Teacher Education; Job Enrichment; Rewards; School Districts; Teacher Attitudes; *Teacher Evaluation; *Teacher Promotion
IDENTIFIERS- *Utah

This volume, the first of two reports on development of teacher incentive structures, focuses on implementation of a career ladder design and teacher evaluation experiment in four Utah school districts. The report has five sections. Section 1 describes study background and implementation of an evaluation-reward system that featured data collection by teachers. A panel of teachers, administrators, and parents made promotion decisions, which included a stipend and job enlargement opportunities. Career ladder committees conducted evaluations. Section 2 describes the districts' plans and design features compared with preexisting approaches. The promotion system was intended to be a substantial career development move for teachers. Section 3 discusses evaluation, promotion, and planning outcomes. Section 4 presents conclusions and recommendations, including findings that: (1) teachers can control their evaluation; (2) good evaluation requires resources; (3) inservice is crucial; (4) teachers' competition for quality performance creates difficulties; (5) teachers select promotion pay over job enlargement; and (6) merit pay is a threat to career ladders' development. Section 5 consists of nine appendices; these include detailed descriptions of the career ladder plans and evaluation system, supporting information on legal issues and use of microcomputers, and a bibliography. (CJH)

ED 275 076 EA 018 927

Tack, Leland R.
Public School Finance in Iowa.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Budgets; Educational Equity (Finance); *Educational Finance; *Educational Legislation; Elementary Secondary Education; Enrollment; Expenditure per Student; Expenditures; Income; Public Education; School Law; School Taxes; *State Aid; *State Legislation; *State School District Relationship; Tax Allocation; Tax Credits
IDENTIFIERS- *Iowa

This document begins by presenting a general summary of Iowa's current school finance law, which dates back to steps taken in 1967 by the 62nd General Assembly, and by providing a current state aid chronology, organized by year, general assembly number, session, bill, and major features. Subsequent sections provide descriptions of the following: (1) the Iowa foundation aid program; (2) school budgets; (3) the school budget review committee; (4) the area education agency; (5) sources of revenues; and (6) the general and schoolhouse fund. Four tables include the following information: (1) state cost, foundation level, and expenditures; (2) budget enrollment from 1971-72 to 1986-87; (3) the allowable growth rate from 1974-75 to 1986-87; and (4) sources, in millions, of the school dollar. (IW)

ED 275 132 FL 015 998

Venditti, Phillip; Bahruth, Robert E.
Enhancing Communicative Competence and Cultural Adaptation of ESL Students: Using Dialogue Journals and Interactive Errands.
PUB DATE- Jul 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); *Assignments; College Second Language Programs; *Communicative Competence (Languages); Community Colleges; *English (Second Language); Foreign Students; Higher Education; Idioms; Limited English Speaking; Second Language Instruction; Teacher Student Relationship
IDENTIFIERS- *Dialogue Journals; *Interactive Errands

This report describes two out-of-class techniques used to promote communicative competence among community college students of English as a second language (ESL). Dialogue journals provide regular written communication between language students and their instructors. The journals can be used for validating, encouraging, and reinforcing students' creative impulses and allowing teachers to individualize linguistic input while discussing particular points of individual sociolinguistic interest. Students are encouraged to read teachers' comments on two levels--for meaning and for an understanding of error corrections. Often, errors other than consistent ones are not corrected in order to promote spontaneity and self-correction in writing. Interactive errands include: site visits and team quests, in which students go singly or in pairs to gather information about historical sites or community organizations; human bingo, requiring students to get signatures of several people fitting descriptions related to a topic; and idiom searches, in which the ESL student must interact with several Americans to negotiate the meaning of an idiom. An in-class orientation precedes each interactive errand to equip students with competence and confidence concerning vocabulary, questioning etiquette and terminology, grammar, cultural features relating to the errand, and practice. (MSE)

ED 274 846 CE 045 230

Grant, Shelia I.
Building Maintenance. Math Learning Activity Packet.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
PUB DATE- 86
NOTE- 77p.; For related documents, see CE 045 228-232.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area; *Arithmetic; *Building Operation; *Computation; Decimal Fractions; Fractions; Geometry; Learning Activities; *Maintenance; *Mathematics Skills; Measurement Techniques; Percentage; Problem Solving; Secondary Education; *Trade and Industrial Education; Volume (Mathematics)

This collection of learning activities is intended for use in reinforcing mathematics instruction as it relates to building maintenance. Fifty activity sheets are provided. These are organized into units on the following topics: numeration, adding whole numbers, subtracting whole numbers, multiplying whole numbers, dividing whole numbers, factoring, fractions, decimals, percents, and measurement. A variety of activities are provided, including exercises in spelling numbers correctly, arithmetic exercises, word problems, and practice in working with geometric figures and interpreting charts. Vocabulary words taken from the area of building maintenance are incorporated into the activities. Answers to each activity are also provided. (MN)

ED 274 903 CG 019 407

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
International Perspectives. Chapter 2.
PUB DATE- 86
NOTE- 19p.; In: Bridging Services: Drug Abuse, Human Services and the Therapuetic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Abuse; Drug Addiction; *Drug Rehabilitation; Health; International Organizations; *International Studies; *Mental Health
IDENTIFIERS- *Therapeutic Communities

This document contains seven papers from the ninth World Conference of Therapeutic Communities that provide an international perspective on the therapeutic community (TC) movement as it is today. Papers include: (1) "What's Happening on an International Level" (William B. O'Brien); (2) "Therapeutic Communities of America" (David Mactas); (3) "Historical Influences and Evolution of Current Therapeutics in Europe" (Erik Broekaert and Catherine Rooryck); (4) "The TC in Latin America" (Juan Alberto Yaria); (5) "News from the Asian-Pacific Region" (Roy Johnston); (6) "The Future of the TC" (Mitchell Rosenthal); and (7) "Substance Abuse Awareness in California" (Chauncey Veatch, III). (NB)

ED 274 920　　　　　　　　　　　　CG 019 424

Heiby, Elaine M.
The Paradigmatic Behavioral Theory of Depression.
PUB DATE- 22 Aug 86
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Theories; *Depression (Psychology); *Models; *Psychology; *Psychopathology; *Research

Numerous theories of depression have been proposed and tested with several variables being implicated in the etiology of unipolar depression in the last 15 years. The time has come for unification and integration of recent depression research. Four characteristics of the preunified theory of depression include: (1) failure of researchers to relate their findings to the existing knowledge base resulting in a less than optimum cross-fertilization of specialties of psychology; (2) the premature abandonment of hypotheses which fail to account for all cases of depression; (3) unnecessary restriction of theory and research approaches to particular methodologies; and (4) failure of many theorists to acknowledge the similarity of their ideas to the contributions of others. A paradigmatic behavioral theory of depression promotes an integrative, unifying paradigm of our knowledge of depression. This theory is designed to encourage an end to fragmentation by its integrative and not eclectic nature. Determinants of depression are proposed which can be understood within the context of well-established principles of classical and operant conditioning. As a base for this theory, a philosophy of science entitled unified positivism is employed. The evaluation of this paradigmatic behavioral theory of depression has just begun, but continuing research is planned. (ABL)

ED 274 935 CG 019 439

Hiester, Douglas S.
A Child Abuse Assessment Center: Alternative Investigative Approaches.
PUB DATE- 24 Aug 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Child Abuse; *Child Advocacy; Children; Coordination; Crime; *Interviews; Program Implementation; *Sexual Abuse; *Victims of Crime; Videotape Recordings

A child abuse assessment center was created in Dade County, Florida, and was funded by state and local government sources. Staff includes a project director, two clinical social workers, a follow-up case monitor, clerical support, and a psychologist. The center attempts to minimize trauma to the child victim of sexual and physical abuse by a reduction in the number of interviews the child will experience. This is accomplished by center staff interviewing the child in a sensitive environment, videotaping the interview, and by inter-agency coordination. The center assists in developing a sufficient legal case (if appropriate) for prosecutorial purposes by blending investigatory and clinical dimensions in interviewing. The center develops a plan for treatment and follow-up for the child and family as a result of a comprehensive assessment. Useful practices and procedures were found to include the following: (1) despite community support for such a program, the program needs to be carefully planned; (2) before services are provided, agencies should sign co-agreements describing division of responsibilities; (3) in developing protocols, line level input as well as administrative input is necessary for implementation; (4) an advisory board with representatives from the agencies, community, and state is needed; (5) multiple funding sources necessitate clear intent and clearly stated restrictions on the funds; and (6) intra-familial as well as extra-familial abuse should be given balanced consideration. (ABL)

ED 275 118 EC 190 649

Kravetz, Nathan
Defining the Humanities Curriculum for the Gifted.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Conference of the California Humanities Association (17th, Claremont, CA, April 18-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; Females; *Gifted; *Humanities Instruction; Talent Identification; Teacher Influence

Inclusion of the humanities (literature, languages, philosophy, and history) in the educational experiences of gifted students is recommended. The role of the teacher is paramount in developing a humanities curriculum for the gifted. Curriculum choices are often based on identifying an observed talent or interest and offering the student more of those learning experiences. Thus, children are labeled in terms of already demonstrated aspects of giftedness. Instead, it is suggested that the curriculum challenge gifted students in areas with which they are not already familiar or proficient. Opening the humanities to gifted students is recommended, especially to those who have already "specialized" in the sciences or mathematics. The unique problems of gifted girls are addressed, and it is noted that they are entitled to exposure and success in the full curriculum, not just in those subjects to which society tends to assign them. (JW)

ED 274 804 CE 045 171

Albert, Roger
Living with Live T.V.: Effective Study Techniques on the Knowledge Network.
PUB DATE- May 86
NOTE- 37p.; Paper presented at the Annual Conference of the Pacific Association for Continuing Education/Northwest Adult Education Association (Vancouver, British Columbia, May 15-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Educational Television; Instructional Development; Postsecondary Education; *Production Techniques; *Reentry Students; *Refresher Courses; *Study Skills; *Telecourses
IDENTIFIERS- Buzan Organic Study Method; *Interactive Communication

This paper describes the development, production, and delivery of a live, interactive telecourse in effective study techniques that is targeted toward individuals contemplating returning to formal education after a prolonged absence. The course, which deals with such topics as hearing and listening, reading, remembering, notetaking, and mind mapping and the Buzan Organic Study Method, consists of 13 episodes, each of which includes an introduction, recap of the previous episode, statement of objectives, phone-in segment, and wrap-up. After a discussion of how the course came to be developed, a synopsis of the course's 13 episodes is provided. Examined next are the various procedures involved in the following phases of developing a live, interactive telecourse: research and conceptualization, development of a format, script preparation, live studio presentation, and evaluation. Data concerning the gender and age breakdowns of those individuals who were enrolled in the course between September 1985 and April 1986 are presented together with the results of evaluations returned by 41 of the 352 students who took the course. The paper concludes with recommendations for dealing with budgetary and time constraints when developing a telecourse. Appendixes to the paper include blank script forms, scripts from the first two segments of the course, and a copy of the student evaluation questionnaire along with responses to it. (MN)

ED 274 819 CE 045 189

Horton, Robert L.; Newcomb, L. H.
Identification and Selection of the Appropriate Leadership Activities for Ohio's Teenage 4-H Members. Summary of Research 40.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Leadership Training; *Learning Activities; *Participant Satisfaction; Postsecondary Education; *Program Attitudes; Secondary Education; Student Attitudes; *Student Organizations; *Volunteers

IDENTIFIERS- *4 H Clubs; Ohio

A study was conducted to compare 4-H agent, volunteer leader, and teenage member perceptions concerning the importance of selected leadership activities for teenage 4-H members, and the extent to which teenagers should be involved in carrying out these leadership activities. Data were gathered from a sample of 200 teenage 4-H members, 200 volunteer leaders, and the total population of 88 Ohio 4-H agents. Analysis of data revealed the following: (1) 4-H agent, volunteer leader, and teenage member perceptions of importance and involvement differ for certain teenage leadership activities; (2) because agent and member ratings of leadership activities differ more often than leader and member ratings, one can conclude that volunteer leaders and teenage members are more closely aligned on their perception of appropriate teenage leadership activities than are agents and members; (3) volunteer leaders and teenage members tend to rate club-centered leadership activities higher on importance and involvement while 4-H agents tend to rate county-centered leadership activities higher; (4) teenage members are as concerned as volunteer leaders with helping 4-H club members make money for the 4-H club and seeing that members participate in the county fair; and (5) teenage members are not as concerned as 4-H agents with assisting in the planning of the county's summer camp programs. The study recommended that 4-H agents reexamine their emphasis on particular teenage leadership activities and that agents shoud consider members' preferences for more club-centered activities and be aware of the differences between teen and adult leader perceptions. The study also recommended evaluation of leadership activities perceived as important by teenage members. (KC)

ED 274 862 CE 045 310

Kaplan, Roberta
Status of the NOICC/SOICC Network June 30, 1986. NOICC Administrative Report No. 12.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Sep 86
NOTE- 45p.; For the June 1985 status report, see ED 262 291.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; Career Development; *Computer Oriented Programs; *Delivery Systems; *Information Networks; *Information Systems; Job Training; National Programs; *Occupational Information; Vocational Education
IDENTIFIERS- *National Occupational Information Coordinating Com; Occupational Information System; *State Occupational Information Coordinating Comm

The central mission of the National Occupational Information Coordinating Committee (NOICC) and its network of State Occupational Information Coordinating Committees (SOICCs) is to help states develop and implement an occupational information system (OIS). NOICC supports the use of existing sources of data for the OIS and has worked with the states and training programs to promote their use. Two major resources were updated and improved in 1985: the crosswalk or cross-coding instrument and materials and procedures to help states relate data on labor supply from training institutions to data on employment demand in related occupations. NOICC continued to cooperate with state and federal agencies and other organizations to improve the OIS database. It has provided financial and technical assistance to help states implement computerized systems. NOICC findings of June 1986 indicate 37 states will have a microcomputer-based system; 25 are already in operation. NOICC supported development of a Micro-OIS and provided grants for its implementation in 26 states. NOICC has promoted the development of statewide career information delivery systems; 42 states have computer-based statewide systems, 21 launched with incentive grants from NOICC. (Appendixes include listings of SOICCs, NOICC publications, and major NOICC conferences and training programs.) (YLB)

ED 274 889 CG 019 393

Patton, Michael J.

The Relevance of Kohut's Self Psychology to Theory and Research in Counseling Psychology.

PUB DATE- 22 Aug 86
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Personality Theories; *Psychiatry; *Psychology; Psychometrics; Research and Development; *Theory Practice Relationship
IDENTIFIERS- *Kohut (Heinz)

In terms of clinical practice, few differences exist between Freud and Heinz Kohut in the conduct of psychoanalysis. Kohut's style of theorizing facilitates the use of his ideas by counseling psychologists for both research and practice. According to Kohut's theory, the self is the fundamental constituent of mind. Development of the self proceeds along three lines: grandiosity, alter ego, and idealization. A self-selfobject relation is a representation of self and other in which the other is experienced as a vital part of the self, as a structure which sustains the cohesion of the child and the adult self. Defects in the self can reside in the grandiose, alter ego, or idealizing self-selfobject relation. The relevance of Kohut's ideas for research in counseling psychology is evident in four studies: (1) development of 10 rating scales for one of the five dimensions of the multivariate model of counseling from the Utah Counseling Outcomes Project; (2) development of two 10-item self-report scales using the concept of grandiosity and idealization; (3) construction of three self-report scales using Kohut's concept of the self-selfobject relation; and (4) development of two self-report scales using concepts of grandiosity and idealization to study adolescent narcissism. While all the scales require further psychometric work, they suggest that Kohut's theory affords the researchers in counseling psychology a clinically relevant guide to the formulation of empirically answerable questions about counselors, clients, and the counseling process. (NB)

ED 274 950 CS 008 554

Dillard, Mary L.
Issues in Reading and Black English Revisited.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Dialects; *Black Education; Black Family; Black Influences; Black Students; Cultural Awareness; Cultural Influences; English Instruction; *Interference(Language); Language Attitudes; *Language Usage; *Reading Difficulties; *Reading Instruction; Standard Spoken Usage; Syntax; Teaching Methods; Verbs
IDENTIFIERS- Dialect Readers

Renewed interest in the connection between black English and reading difficulty warrants a summary of the groundwork laid in the 1960s and 1970s. Linguists have established the fact that black English is a legitimate language, that its speakers are not language deficient, and that the basic difference in black and standard English pertains to syntax, especially the verb system. How differences cause reading difficulty for children has also been addressed. W. Stewart considers the problem to be a structural conflict between the patterns of nonstandard dialect and the equivalent patterns of standard English. The similarities between the two languages also cause difficulty. Cultural differences often influence the teaching of reading, and many scholars agree on the need for professionals to know and respect the nonstandard language and culture. Some studies show that poor black parents are or can be an important part of their children's success in reading. The use of dialect readers as a transition to standard English remains controversial. The use of a foreign language or standard English as a second dialect approach has had some success. Various statistics seem to indicate that teachers are doing a better job of teaching reading to black students in the 1980s. (A five-page bibliography of specific research and authors is included.) (JD)

ED 274 979 CS 210 070

Wahlstrom, Billie; Meese, George
Designing Graduate Programs to Prepare the Communication Leaders of 2000+.
PUB DATE- Mar 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Communications; Communication Skills; Curriculum Development; *Educational Needs; *English for Science and Technology; Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; *Masters Degrees; *Scientific and Technical Information; Technical Education; *Technical Writing; Writing Instruction
IDENTIFIERS- *Technical Communication

The field of scientific and technical communication (STC) has experienced extraordinary growth in recent years. To meet the needs of a new generation of technical communication leaders, a Master's program must include the study of writing, editing, publication, math, computer science, science and engineering literature, rhetorical principles, and genres of the workplace. Graduates in scientific and technological communication must be able to adapt to new technologies, learn methods of collaborative research, be adept at oral communication, know how to integrate print and visual media, and should know the costs and institutional impact of decisions made in communication applications. The faculty teaching such a program should be gathered from a variety of disciplines; facilities should include computer, video, audio, print, and photographic laboratories; and the library should have multidisciplinary holdings purchased from one department's budget. Such a program must also be marketed in order to build it, though not with the purpose of defeating other programs. Good STC Master's programs should support students with assistantships and cooperative ties with industry to prepare students for work in industry, teaching, or further graduate work. (SRT)

ED 275 020 CS 505 401

Del Toro, Wanda
Cultural Penetration in Latin America through Multinational Advertising Agencies.

PUB DATE- May 86
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Capitalism; *Cultural Influences; Cultural Interrelationships; Economically Disadvantaged; Economic Change; Economic Development; Economic Progress; Economic Research; Foreign Countries; Industrialization; *Intercultural Communication; International Relations; *Latin American Culture; Latin Americans; *Mass Media Effects
IDENTIFIERS- Advertising Agencies; Latin America; *Multinational Corporations

Few studies have addressed the issue of cultural penetration of Latin American countries by multinational corporations (MNCs) and multinational advertising agencies (MAAs). Whether they are considered multinational or transnational, MAAs have expanded as a form of international communication in the global market, forming the backbone of MNCs. Together, they control a small number of firms producing goods and services that enjoy worldwide demand. Business proponents claim that internationalization of advertising does not necessarily have negative effects on culture because MAAs are merely appealing to cultural universals. However, others warn of the danger of cultural extinction. Through their dominance of advertising and broadcasting systems and their message of consumerism, individualism, elitism, and materialism, MNCs and MAAs have become powerful shapers of Latin American culture. Both assume cultural homogenization and impose a predetermined set of cultural patterns on any target audience. In response to this imperialistic cultural penetration, some Latin American governments have opted for the capitalist system and are themselves increasingly becoming competitors in the advertising industry. Many have begun to nationalize capital investment and to develop enterprises for foreign investment. Though many theories exist regarding cultural penetration through MAAs and MNCs, evidence is needed to confirm them. (Supplementary tables and a six-page list of references are included.) (JD)

ED 275 035 EA 018 882

Maidment, Robert
Decisions: Perspectives for the School Administrator.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-192-7
PUB DATE- 86
NOTE- 49p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Administrators, 1904 Association Drive, P.O. Box 3250, Reston, VA 22090 (Order No. 2108609; $3.00 plus $1.00 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Administrator Role; *Decision Making; Leadership; Participative Decision Making; *Principals; Secondary Education; Success

Effective administrative decisions result from the continuous and systematic appraisal of past decisions and of current conditions. Forty observations that may guide secondary school administrators in assessing and improving the effectiveness of their own decision-making processes are presented in this publication. Each observation is accompanied by a question that administrators can ask themselves about their own methods. The observations address such topic areas as the attitudes to be adopted toward decisions, the involvement of others in decision-making, assessment of the environmental factors that could affect the decision, the elements of careful planning, and demonstrations of leadership. (PGD)

ED 275 050 EA 018 900

Fringe Benefits for Superintendents in Public Schools, 1985-86. Part 1 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 86
NOTE- 60p.; For parts 2 and 3, see EA 018 901-902).
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21726; $30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; Employer Employee Relationship; Expenditure per Student; Expenditures; *Fringe Benefits; Health Insurance; Insurance; Leaves of Absence; National Surveys; Personnel Policy; Public Schools; Retirement Benefits; School District Size; *School Statistics; *School Surveys; *Superintendents; Tables (Data); Tuition; Vacations; Workers Compensation

The sixth biennial National Survey of Fringe Benefits in Public Schools focuses on a wide range of fringe benefit practices offered all professional personnel. Data were collected from a national panel sample stratified by enrollment size and are reported separately for large, medium, small, and very small systems for five levels of per pupil expenditure and for eight geographic regions. This volume covers fringe benefits for superintendents. Included are salary, length of contract, years of service, and data on other benefits, such as individual life insurance and annuity programs, that are of particular relevance to the position of superintendents. The 32 summmary tables included are based on data received for the 1985-86 school year from the 967 school systems that responded to the survey. Tables 1 through 30 present detailed summaries and distribution data for fringe benefit provisions tabulated by enrollment group, including data from responding systems. Table 31 summarizes by per pupil expenditure level the percentage of respondents providing the fringe benefits included in tables 1 through 30, and table 32 summarizes the same data on the basis of geographic locations. Highlights of the survey, by percentage figures, are provided, and the data tables are preceded by an introduction describing the scope of the study and sample design. (CJH)

ED 275 089 EC 190 613

Kelly, Beth Ann
Obtaining a Free and Appropriate Public Education: A Handbook for Parents of Children with Special Needs.
Disability Rights Education and Defense Fund, Inc., Berkeley, CA.; Good Samaritan Hospital Independent Living Program, Puyallup, WA.; Washington PAVE, Tacoma, WA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 65p.; Document contains small, light type.
AVAILABLE FROM- Washington PAVE, 1010 South I St., Tacoma, WA 98405 (one copy free for parents of children with special needs; additional copies $3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Access to Education; *Disabilities; *Due Process; Educational Diagnosis; Educational Legislation; Elementary Secondary Education; *Individualized Education Programs; Parent Participation; Parent Responsibility; *Parent Rights; Parent School Relationship; Special Education; Student Educational Objectives; Student Placement; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504); Vocational Education Amendments 1976

Written for parents of handicapped children, the handbook describes the process for obtaining a free, appropriate public education for such children as set forth in Public Law 94-142 (Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973. An initial explanation of terms (such as "least restrictive environment" and "related services'" is followed by an overview of the process, including parental responsibilities. Subsequent sections address issues related to assessment, evaluation, placement, and the individualized education program (IEP). Definitions of handicapping conditions are provided. A discussion of parent participation in the IEP planning meeting includes three checklists for parents to use. A section on vocational education describes Public Law 94-482 (the Vocational Education Act Amendments of 1976) and discusses the relationship of the IEP to vocational goals. Information on vocational education assessment and on the nature and importance of the vocational IEP meeting is also provided. A final section discusses the due process hearing, including parental rights, school responsibilities, and the formal procedures involved. (JW)

Moore, Yvonne Ridings; Harbeson, Cynthia Ann
Program for Affective Development: Lexington County School District One. Curriculum Guide.
Lexington School District 1, Lexington, SC.
PUB DATE- 86
NOTE- 57p.; A product of Special Services.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Affective Behavior; *Affective Objectives; *Disabilities; Elementary Secondary Education; *Emotional Development; *Humanistic Education; Individualized Education Programs; *Interpersonal Competence; Self Concept; Special Education Teachers; Student Behavior; Student Responsibility
IDENTIFIERS- *South Carolina (Lexington County)

This curriculum guide, designed for use by special education teachers of kindergarten through twelfth grade students in Lexington County, South Carolina, addresses five major areas of affective development: (1) understanding emotions; (2) self-concept development; (3) interpersonal skills; (4) skills in behavioral responsibility; and (5) task-related skills. The guide is meant to assist teachers in planning objectives to help their students better understand themselves and relate to others in a positive manner. Each of the five areas contains specific behavioral objectives (e.g., Given the opportunity, the student will use verbal and nonverbal techniques to express emotions in a socially acceptable manner.). The objectives are followed by a sequence of learning tasks (e.g., Use verbal techniques to express emotions in a socially acceptable manner in a structured situation.), which can be adapted for use when planning Individualized Education Programs for kindergarten through twelfth grade students. The guide also contains a record keeping system (e.g., anecedotal records, behavioral checklists, student journals, etc.) for charting the student's progress through each objective and the related learning tasks. Maintained by the teacher, the affective education record is intended to accompany the student from year to year, throughout his/her school career. (CB)

ED 275 147 FL 016 045

Dickerson, Wayne B.

The Role of Formal Rules in Pronunciation Instruction.

PUB DATE- Mar 83
NOTE- 15p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; *English (Second Language); Higher Education; Language Patterns; *Learning Strategies; *Phonology; *Pronunciation Instruction; Second Language Instruction; *Self Evaluation (Individuals)

Both aural-oral practice with the sounds of English and formal rules are important in pronunciation instruction, and have a role to play in interlanguage development. Formal rules provide self-evaluation for purposes of self-correction, a process which allows learners to judge or self-correct their own utterances against rule-generated predictions in order to get intimately familiar with the sound patterns of oral English. While teachers are not directly involved in this process, it may be one of the greatest contributions teachers can make to students' language acquisition success, for students will know how to teach themselves, in and out of class, with learned phonological rules. (MSE)

ED 275 163 FL 016 067

Alderson, J. C.; Urquhart, A. H.
ESP Tests: The Problem of Student Background Discipline.
PUB DATE- 84
NOTE- 15p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English for Special Purposes; Foreign Countries; Foreign Students; Higher Education; *Language Tests; *Prior Learning; *Reading Comprehension; *Testing Problems
IDENTIFIERS- England

This study examines the effects of foreign students' knowledge of a particular academic area on their comprehension of written texts in English. The students' university majors or areas of study included administration and finance, engineering, math and/or physics, and liberal arts. In two studies, the students performed tasks related to texts in engineering, administration and finance, and general material. In the third study, students took different versions of a standardized English language study skills test. In the first two studies, consistent differences in comprehension were found between groups and among texts. Some slight discrepancies with expected results were found in the third study, but overall the three studies confirm the importance of prior knowledge in reading comprehension in English as a second language. (MSE)

ED 274 833 CE 045 213

Powell, Theressa

Office Careers. Teacher's Guide. Pre-Vocational Office Education.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 85

NOTE- 311p.

AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-171-TG: $17.00).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Business Education; *Career Development; Competency Based Education; Employment Opportunities; Equipment Utilization; *Human Relations; *Office Machines; *Office Occupations Education; *Prevocational Education; Safety; Secondary Education; Self Evaluation (Individuals); Vocational Adjustment

This guide is intended for use in providing competency-based prevocational instruction in business and office occupations programs. Addressed in the individual units are the following topics: career awareness (career planning, decision making, and educational planning); personal assessment; the business and office cluster (bookkeeper, word processing operator, legal secretary, hotel/motel manager, personnel assistant, bank teller, and receptionist); human relations; office procedures (input, process, output, and distribution/communication) and office equipment (computer printers, copiers, and duplicating equipment); safety; and job success (job application, followup letters, employer expectations, techniques in finding and keeping a job, and time management). Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the tests and activities. (MN)

ED 274 876   CE 045 340

Sweden's Vocational Education in Transition.
Ministry of Education and Cultural Affairs, Stockholm (Sweden).
PUB DATE- May 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Curriculum Development; Educational Planning; *Educational Policy; *Education Work Relationship; Foreign Countries; High Schools; *Program Improvement; School Business Relationship; Teacher Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Sweden

This report is a summary of recommendations for the renewal of upper secondary school vocational education in Sweden. The recommendations summarized here were made by the Swedish Vocational Upper Secondary Education Reviewing Panel. The panel found that the best way to improve the quality of vocational education in all sectors is by establishing good finishing training, and it recommends these new guidelines for vocational upper secondary schooling: (1) the integration of finishing training with foundation studies; (2) the extension of the full scheme of vocational education, in normal cases, to three years; (3) the organization of training at both schools and workplaces; (4) regular and increased inclusion of general subjects; and (5) increased cooperation between schools and the employment sector. Models for implementing these guidelines and for training teachers/instructors to improve their programs in accordance with the recommendations are described in detail. (KC)

ED 274 904 CG 019 408

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
TC Research: State of the Art. Chapter 3.
PUB DATE- 86
NOTE- 41p.; In: Bridging Services: Drug Abuse, Human Services and the Therapuetic Community; see CG 019 406. Portions contains very small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cross Cultural Studies; *Drug Addiction; *Drug Rehabilitation; International Organizations; *Research and Development; *Research Utilization
IDENTIFIERS- *Therapeutic Communities

This document contains six papers from the ninth World Conference of Therapeutic Communities that highlight research on therapeutic communities (TC) and discuss how to apply research findings in practical ways. Papers include: (1) "TC Research: Overview & Implications" (George De Leon); (2) "Emerging Cross-Cultural TC Research" (D. Vincent Biase and Arthur P. Sullivan); (3) "Follow-up of the Former Residents of the Emiliehoeve, a TC for Drug Addicts" (Martien Kooyman); (4) "Lasting Effects: Detoxification from Methadone Maintenance in a TC" (James I. Sorensen, et al.); (5) "Circumstances, Motivation, Readiness & Suitability: Do These Factors Relate to Treatment Tenure in TCs?" (George De Leon and Nancy Jainchill); and (6) "Juvenile Drug Addiction: A Study on Typology of Addicts and Their Families" (Luigi Cancrini, et al.). (NB)

ED 274 965 CS 209 736

Brown, Stuart; And Others
Reading-Writing Connections: College Freshman Basic Writers' Apprehension and Achievement.

PUB DATE- 13 Mar 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Reading Achievement; *Reading Processes; Reading Strategies; *Reading Writing Relationship; Student Attitudes; *Writing Apprehension; Writing Improvement; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- Basic Writing

Focusing on the relationships between performance, skills, and attitudes, a study conducted at the University of Arizona measured the effects of reading and writing apprehension on basic writers. Results from three survey measures and expository paragraphs and essays written by 59 college freshmen enrolled in a basic writing course provided the data. The instruments used were these: (1) the Reading Apprehension Measure (based on Daly and Miller); (2) Vocabulary and Comprehension on the Nelson-Denny Reading Test, Form D; and (3) the Miller-Daly Writing Apprehension Test. Results suggested that the course, designed to equip students with strategies for composing, helped students to gain the confidence necessary to increase writing skill. Results also indicated that students' writing skills were enhanced when they understood the connection between reading and writing, and that simply requiring students to read carefully and critically could be a detriment to student confidence. The significant positive relationship between grades and reading performance measures suggested that a student's role as reader and writer cannot be separated easily. In addition, the positive correlation found between course grade and the placement essay score suggested that the placement essay probably provided more finely scaled information than expected. Finally, results suggested that the course's critical reading demands may have driven students' perceptions of apprehension to extremes. (Three pages of works cited and a table of data are included.) (JD)

ED 275 006 CS 210 142

Ross, Karen A.

School-College Cooperation in Teaching Composition: Programs and Possibilities.

PUB DATE- 5 May 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Educational Cooperation; Freshman Composition; Higher Education; *Inservice Teacher Education; Instructional Improvement; Professional Development; Program Descriptions; Secondary Education; Teacher Centers; *Teacher Improvement; *Teacher Workshops; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Projects

In the last 10 to 15 years, a number of higher education institutions have initiated model cooperative programs with high schools to strengthen secondary composition instruction. The Bay Area Writing Project (BAWP) in California involves a 5-week summer seminar in which both secondary and postsecondary instructors write the kinds of compositions they often assign and also share teaching concerns. Syracuse (New York) University's Project Advance allows qualified high school seniors to take introductory university courses for college credit. In the Queens College (New York) Project, a cooperative language arts articulation program, college faculty and secondary instructors meet monthly to discuss common concerns. The Department of English at the University of Illinois operates several cooperative ventures, including workshops, the Grading Exchange, and the University Associates in Rhetoric Program. Iowa boasts several successful cooperative programs. The Iowa Writing Project and the Heartland Writers Project are both modeled after the BAWP. The Associates in Freshman English Program, established by the Iowa State University's department of English, closely resembles the associate's program at the University of Illinois. In addition, the Iowa Student as Critic Conference sponsors a critical essay contest for high school students. These model programs have paved the way for further cooperative ventures in Iowa. (JD)

ED 275 077 EA 018 928

Rowan, Brian

Rationality and Reality in Instructional Management: Results from a Survey of Districts in the Far West.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Strategies; Curriculum Development; Educational Change; *Educational Practices; Educational Technology; Efficiency; Elementary Secondary Education; Faculty Development; *Instructional Development; *Instructional Effectiveness; *Instructional Improvement; Long Range Planning; *Management Systems; Models; Program Implementation; *School Districts; Teacher Administrator Relationship

To discover whether school districts can develop highly rationalized forms of instructional management, this study gathered data from a telephone survey conducted in the school year 1983-84 of administrators in 30 western districts. The instructional management practices of these districts were then compared with an "ideal type" of rationalized instructional management system. Informants considered knowledgeable about districts' practices nominated districts engaged in "exemplary" practices and recommended other potential informants. Of the 39 districts in 3 states contacted, 2 or 3 administrators were interviewed for 1 hour each. Interviews centered around exemplary instructional management practices; respondents described the practice, discussed its relation to other practices, and reviewed implementation. Data analyses focused on practices in curriculum development, instructional assessment, and staff supervision and evaluation. Data analysis interpreted how a practice was coordinated with other practices. A rationalized model includes routinized instructional technology, a mechanistic control system, and a cult of efficiency. The study's conclusion is a qualified yes to the original research question. The qualifying factors are as follows: (1) due to resource constraints, rationalization of instructional management practices probably occurs in a fragmented way; (2) such fragmented change can evolve into an integrated system only after 15 to 20 years of practice; (3) implementation of rationalized reforms involves more than structural change. School culture must change from a logic of confidence toward a cult of efficiency to reduce teacher and administrator resistance. (CJH)

Strobino, Jane
Understanding Parents' Attitude about Normalization.

PUB DATE- 27 May 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; Elementary Secondary Education; Group Homes; Institutionalized Persons; *Mainstreaming; *Mental Retardation; *Mother Attitudes; *Normalization (Handicapped); *Parent Attitudes; Parent Child Relationship; Parent Teacher Cooperation

A study examined parents' attitudes about normalization and their decision about out-of-home placement for their children with mental retardation. The sample consisted of 9 parents who had requested institutional placement, 28 parents who had requested group home placement, and 23 parents who had not requested out-of-home placement. A questionnaire obtained demographic data as well as attitudes about normalization through a 20-item, 5-point Likert scale which measured the degree to which each respondent agreed with principles and practices of normalization in the context of his or her own child. Data did not document a relationship between type of residential placement preferred and attitude about normalization. In general, mothers answered the questionnaires. Parents generally agreed on 11 items which were more philosophical in nature (e.g., mentally retarded children should have opportunities to pursue desires, need warmth and affection as much as anyone else, have the same basic rights and needs as anyone else, and should dress like other nonhandicapped children their age). Parents typically disagreed on 6 items, especially those involving mainstreaming their mentally retarded child in the public school. Nine questionnaire items elicited relatively neutral responses. In general, results indicated that parents agreed with the conceptual/philosophical aspects of normalization but not with the means by which this principle is implemented. It is concluded that if professionals expect parents to engage their mentally retarded children in normalization activities, they need to support parents in carrying out this responsibility by involving them in the planning and programming of services. References and the study instrument are appended. (CB)

ED 275 133 FL 016 004

Muller, Brigitte D.

Technoscientific French Teaching Guide = Guide pour l'enseignement du Francais technoscientifique.
Eastern Michigan Univ., Ypsilanti. Dept. of Foreign Languages and Bilingual Studies.
PUB DATE- Mar 86
NOTE- 93p.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication Skills; *Course Content; Course Organization; Curriculum Development; *French; Higher Education; Information Sources; *Languages for Special Purposes; Second Language Instruction; Standardized Tests; Teaching Guides
IDENTIFIERS- *Scientific and Technical Vocabulary

This course guide aids university professors in doing research to develop a course in scientific and technical French. The course is intended to aid students in developing communicative skills in French in the context of science and technology. The course introduces students to the culture of France as well as to its industrial and technological interests in both the private and public sectors. The guide contains an introductory section, course goals and objectives, the outline for a program of study in two courses, lists of available subject area documentation, a list of onsite visits made in preparation for the guide's writing, and general and pedagogical bibliographies. The suggested course syllabus includes six modules covering these industries: transportation (railroad, subway, aircraft, and aerospace); automobiles; food (including distribution, buying habits, nutrition, and genetic engineering); glass (manufacturing, thermal insulation, optics, and light); computers and related fields of telecommunications and data processing; computer science applications in business administration; energy (coal, electricity, petroleum, and energy conservation); and chemicals for all applications. The course prepares students for the French Chamber of Commerce scientific and technical language certification examinations. The French language translation of the guide is provided. This course can be adapted to teach technoscientific language and culture to students of languages other than French. (MSE)

ED 274 847 CE 045 231

Grant, Shelia I.
Mechanical Repair. Math Learning Activity Packet.
East Texas State Univ., Commerce. Occupational Curriculum Lab.

PUB DATE- 86
NOTE- 66p.; For related documents, see CE 045 228-232.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area; *Arithmetic; *Computation; Decimal Fractions; Fractions; Geometry; Learning Activities; *Machine Repairers; *Mathematics Skills; Measurement Techniques; *Mechanics (Process); Percentage; Problem Solving; Secondary Education; *Trade and Industrial Education; Volume (Mathematics)

This collection of learning activities is intended for use in reinforcing mathematics instruction as it relates to mechanical repair. Fifty activity sheets are provided. These are organized into units on the following topics: numeration, adding whole numbers, subtracting whole numbers, multiplying whole numbers, dividing whole numbers, factoring, fractions, decimals, percents, measurement, and time and pay. A variety of activities are provided including exercises in spelling numbers correctly, arithmetic exercises, word problems, and practice in working with geometric figures and interpreting charts. Vocabulary words taken from the area of mechanical repair are incorporated into the activities. Answers to each activity are also provided. (MN)

ED 274 776 CE 045 044

Grantham, Marilyn H.; Groth, Jon N.
The Role of the Internal Consultant in Implementing Lifelong Learning.
PUB DATE- 23 Oct 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Consultants; Educational Planning; *Instructional Development; *Lifelong Learning; Linking Agents; *Organizational Change; Postsecondary Education; *Program Development

The need for and use of internal consultants by many organizations and institutions is growing because of the rapid pace of environmental and technological change and the growth in the quantity of knowledge. Although much has been written about consulting roles, competencies and skills needed by consultants, and the use of consultants in various situations, very little of this literature differentiates between external and internal consultants or compares the pros and cons of each. The personal experience of two internal consultants to the agriculture and home economics faculty in the Minnesota Extension Service has demonstrated the benefits to be derived from the direct relationships with program area administrators that internal consultants are in a position to have. Because these internal consultants have some expertise in the respective subject matter areas in which they provide consultation services, they are able to provide a link between highly specialized subject matter experts and equally specialized communications experts. As many agencies, organizations, and institutions attempt to change in order to serve new clientele markets, they often find the need to consult with individuals who have expertise in the field of lifelong learning. Internal consultants with such expertise can help develop lifelong learning programs that are appropriate and realistic in terms of their organization's resources, goals, and staff. (MN)

list of necessary tools and equipment, and a 53-item bibliography. (MN)

ED 274 790 CE 045 126

Reneau, Fred; And Others
Computer Equipment Repair Test Item Bank.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.; Vocational Technical Education Consortium of States, Atlanta, Ga.
PUB DATE- 86
NOTE- 73p.; For a related curriculum guide, see CE 045 125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; Business Skills; Competency Based Education; *Computers; Computer Software; *Criterion Referenced Tests; Electrical Occupations; *Electronic Equipment; *Equipment Maintenance; *Machine Repairers; Secondary Education; Small Businesses; *Technical Education; Test Items
IDENTIFIERS- *Customer Services; Vocational Technical Education Consortium States

This guide contains 321 test items for use in teaching a course in repairing computer equipment. All test items were reviewed, revised, and validated by incumbent workers and subject matter instructors. Items are provided for assessing student achievement in the following skill areas (with selected skills mentioned in brackets): performing administrative functions (preparing service bills, maintaining accounts and labor records, training new employees, maintaining inventories, and calculating costs); maintaining customer service (answering and troubleshooting customer questions and demonstrating computer hardware and software); installing computer equipment (determining customer requirements, designing system layouts, transporting equipment, testing installations, and demonstrating systems on site); evaluating diagnostics (conducing various board, card, and line tests and interpreting diagnostic flowcharts); maintaining computer equipment (cleaning, lubricating, adjusting, and setting various components); and servicing computer equipment (interpreting various charts and schematics, installing and repairing various hardware, performing operator duties, and making adjustments). Each test item is designed to serve as an evaluation tool for use with

Vocational-Technical Education Consortium of States (V-TECS) curriculum guides and is accompanied by a code that contains information about the duty area, task number, performance guide number, and learning domain area/level of the skill being evaluated in the item. (MN)

ED 274 921 CG 019 425

Heiby, Elaine M.

A Paradigmatic Behavioral Perspective of Noncompliance to Health Regimens.

PUB DATE- 26 Aug 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Behavior Patterns; *Cognitive Restructuring; *Compliance (Psychology); Diseases; Health; *Models
IDENTIFIERS- *Health Promotion

It has become recognized that major health problems are caused, precipitated, exacerbated, or maintained by lifestyle factors such as exercise, diet, and consumption of psychoactive substances. The introduction of complex behavior change into the medical prescription for health promotion and disease prevention has resulted in a large body of research demonstrating that the rates of compliance have been inadequate. Three models of compliance appearing recently in the literature include radical behavioral, cognitive, and cognitive-behavioral models. Although the cognitive-behavioral model is the most comprehensive of the three, it fails to integrate variables related to compliance to other known principles of behavior so that few predictions can be made from this model. However, development of this model into a paradigmatic behavioral theory may permit the generation of more specific hypotheses and thereby encourage the unification of our understanding of the causes of compliance and noncompliance to health care. This paradigmatic behavioral theory approaches the problem of compliance as a function of past learning experiences which have resulted in personality deficits, current antecedents to the compliant behavior, and current consequences, which in turn affect the adequacy of the personality repertoires. (ABL)

ED 274 936 CG 019 440

Harvancik, Mark
Dynamics of Father-Daughter Incestuous Experiences of College Undergraduates.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Daughters; Family Problems; *Fathers; Higher Education; *Incest; *Incidence; *Parent Child Relationship; *Sexual Abuse

Information regarding the dynamics of incestuous families is greatly needed as long as misconceptions hamper attempts at prevention and intervention. Helping professionals need to be aware of the prevalence of incest, to be able to identify victims, and to devise therapeutic approaches to help both victim and offender. This study examined the incidence of incest. Subjects (n=135) were female college freshmen ranging in age from 18 to 53. A questionnaire about incestuous relationships was completed by the subjects after they were assured of anonymity and confidentiality. Approximately 24%, or 32 respondents, had experienced an incestuous relationship. In 21 of the 32 cases, victimization (defined as the use of overt or covert force or an age difference of 10 years or greater) was used. In 17 cases force was used, in 13 cases the age difference was 10 years or greater, and in 9 cases force and age differences were both present. The remaining 11 experiences could have been experimentation or instances outside the criteria. The degree of trauma was related to the degree of control exerted on the perceived victim. Trauma resulting from an experience involving victimization is compounded by multiple experiences. This research points to the need to publicize that incest does exist, and to create an environment in which victims can feel more secure in seeking assistance. (ABL)

ED 274 993 CS 210 113

Fleming, Margaret, Ed.
Reading, Writing, and Adolescents.
Arizona English Teachers Association, Tempe.
PUB DATE- Mar 83
NOTE- 181p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; *Adolescents; Developmental Stages; *English Instruction; Fiction; Junior High Schools; *Literature Appreciation; Mythology; Nonfiction; Reading Interests; Reading Material Selection; Reading Writing Relationship; Student Attitudes; Student Motivation; *Student Needs; *Teaching Methods; Writing Exercises; Writing Improvement; Writing Instruction
IDENTIFIERS- Journal Writing

Noting that most junior high level curricula do not take into account students' rapid mental and physical changes, the articles in this focused journal issue recommend works and teaching strategies that harmonize with these student needs. The titles and their authors are as follows: (1) "Adolescent Development and the Growth of Writing Abilities" (Barry M. Kroll); (2) "'Decentering': Growth in Writing Maturity through the Discovery of Real Communication" (Frank C. Cronin); (3) "Objectivity: A Criterion of Excellence in Personal Writing by Adolescents" (Elwyn R. Jenkins); (4) "The 'Middletown Spirit'--Catalyst toward Cosmopolitanism" (James P. Beck); (5) "Adolescent Students: Allowing for Student Characteristics in the Classroom" (Suzanne Padgett); (6) "The Uses of Student Journals" (Ken Autrey); (7) "Writing through Trust" (Marty Brewster); (8) "Focusing and Detailing: A Descriptive Solution" (Robert L. Wilson); (9) "The Cinquain: A Pathway to Improved Paragraphs of Character Analysis" (Jo Anne R. Bryant); (10) "Anton Chekov on Writing" (Ross Beatty); (11) "Using Essay Contests in the Classroom: for Fun, for Profit, for Practical Writing Experiences" (Suzanna G. Colby); (12) "Reading and Writing; Is There a Connection?" (Bonnie L. Miller); (13) "Mythology and Maturation" (Wilma Bell); (14) "The Responses of Adolescent Boys to Three Short Stories: Implications for Curriculum Selection" (Susan G. Bennett); (15) "'The Catherine Wheel': Bridging Adolescence and Adulthood" (Lynn A. Crandall); (16) "Classic Salability" (John C. Holcomb); (17) "Using Group Dynamics in the Classroom" (Pam Miller); (18) "Shakespeare in the 7th Grade? It Works" (Marilyn J. School); (19) "'The Scarlet Letter': A New Look at a Classic" (Virginia McCormick); (20) "Involving Students with the Short Story" (Charles R. Duke); (21) "'Doing' a Poem: 'The Lurpps Are on the Loose' or How to Start Losing Your Fear of Classroom Drama" (James Charnock); (22) "'Younits': Guided Independent Study" (Linda Shadiow); (23) "Developing Ethnic Literacy in the Elementary School through Reading and Literature" (Elizabeth E. Seittelman); (24) "International Growth of the Junior Novel" (Osayimwense Osa); (25) "Spycraft: A Study of Spies and Counter-Spies in the English Classroom" (Marie J. Wittek); (26) "A Rationale for Teaching Regional Literature in the Public School" (Christopher Gould); (27) "Yet Another Version of Pastoral: Hal Borland's 'When Legends Die'" (Dennis Walsh); (28) "Nonfiction: The Orphan of the Literature Class" (Margaret Grove Ferry); and (29) "A Teacher's Annotated Subject Bibliography of Resources for and about Lesbian and Gay Male Youth" (Edward C. Paolella). A section of Monday morning teaching techniques--"A Sweet Composition" (Connie Pilkington) and "Some Writing Every Day" (Carl L. Anderson)--concludes the journal. (HTH)

Gousha, Richard P.; And Others
Mapping a Dynamic Field: Results from the Second Annual Survey of Certification and Employment Standards for Educational Administrators.
EDCON Associates, Inc., Ann Arbor, MI.
PUB DATE- Oct 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; *Certification; *Educational Administration; Elementary Secondary Education; Higher Education; National Surveys; School Districts; Standards; State Boards of Education

The Second Annual Survey of Certification and Employment Standards for Educational Administrators reviewed the standards for the preparation, certification, and employment of educational administrators set by state boards of education, school districts, and institutions of higher education offering graduate programs in educational administration. Conducted during the 1985-86 school year, the survey obtained responses from 41 of 52 state agencies, 18 of 40 large public school districts, and 65 of 100 institutions of higher education. Comparison of the data with those from the previous year's survey suggested that efforts to change standards for educational administrators were undertaken by approximately 20 percent of the respondents. The survey reviewed the extent to which policies involved specific competencies, the use of examinations, the assessment of performance, requirements for field experience, requirements for classroom teaching experience, and standards for professional development. The most dynamic trends were toward the mandating of continuing education requirements by state agencies and toward the implementation by school districts and universities of programs to meet this demand. Standards in virtually all categories were being raised. The survey also found that only 16 of the reporting states engaged in interstate reciprocity with respect to certification of administrators. (PGD)

ED 275 064 EA 018 914

Peterson, Ken; Kauchak, Don
Career Ladders and Teacher Incentives: The Utah Experiment. Part II: Case Studies. Final Report: Secretary's Discretionary Program Implementation Grant to Develop Teacher Incentive Structures.
Utah Univ., Salt Lake City. Dept. of Educational Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Jun 86
NOTE- 308p.; A collaborative implementation effort among the University of Utah Department of Educational Studies and the Park City, Granite, Nebo, and Rich School Districts (Utah). For implementation report, see EA 018 913.
GRANT- G008410033
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Career Ladders; Case Studies; Educational Innovation; Elementary Secondary Education; *Employer Employee Relationship; Faculty Development; *Incentives; Inservice Teacher Education; Job Enrichment; Rewards; School District Autonomy; *Teacher Attitudes; *Teacher Evaluation; Teacher Motivation; *Teacher Promotion
IDENTIFIERS- *Utah

This volume, the second of two reports on development of teacher incentive structures, presents case studies of a career ladder design and teacher evaluation experiment in four Utah school districts. Case studies examined relationships among career ladder features, process variables, and career ladder effectiveness, which is defined in terms of teacher acceptance. The document contains six chapters--one on study background, four that describe the four case studies, and one on results and recommendations; appendices contain the study instruments and other supplementary materials. Case studies were conducted in districts with autonomy in plan design and implementation. Investigation involved content analysis, interviews with 160 teachers, and questionnaires administered to 204 respondents. Findings include the following: (1) a connection existed between teacher involvement and positive attitudes toward career ladders; (2) communication breakdown correlated negatively with teacher understanding and acceptance; (3) new role demands adversely affected acceptance; (4) administrator involvement related to smooth functioning; (5) teacher involvement developed acceptance; and (6) meeting teachers' needs brought positive reactions. Recommendations concern (1) teacher involvement in all planning phases; (2) development of planned inservice and communication efforts; (3) making the system compatible with career orientations; (4) meeting teachers' diverse needs; and (5) considering merits of decentralized approaches to career ladders. (CJH)

ED 275 148 FL 016 046

Pakenham, Kenneth J.
Developing Expectations for Text in Adult Beginning ESL Readers.
PUB DATE- Mar 83
NOTE- 14p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Beginning Reading; Class Activities; Classroom Techniques; Context Clues; Educational Strategies; *English (Second Language); *Expectation; Introductory Courses; *Reading Comprehension; *Reading Instruction; Rhetoric; Second Language Instruction; *Syntax; *Vocabulary

Examination of the nature and role of expectations in reading suggests that both a reading skills and a language skills component are necessary in a program of reading instruction for adult beginning students of English as a second language (ESL). ESL students have found reading exercises specifically designed to teach syntax, vocabulary, and rhetoric and to encourage the formation and use of expectations to be meaningful and enjoyable learning activities. The syntax exercises help students develop the ability to orient themselves within a sentence by identifying the subject and main verb and to handle sentences with complex noun phrase subjects. The vocabulary exercises aid students in learning the lexicon and in forming expectations based on their vocabulary knowledge. These exercises include selecting words likely to appear in text on a given subject, and combining vocabulary knowledge with recognition of implicitly or explicitly logical connections between ideas. One exercise, combining vocabulary and rhetoric, seeks to teach specific vocabulary and to show students how they can expect an author to focus on one topic. (MSE)

ED 274 951 CS 008 558

Narang, H. L.
An Annotated Bibliography of Articles on the Teaching of Reading to Children with Special Needs.

PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; English (Second Language); *Gifted; Individual Needs; *Reading Difficulties; *Reading Instruction; Reading Research; Remedial Reading; *Special Education
IDENTIFIERS- Reading Motivation

Focusing on the teaching of reading to children with special needs, this bibliography includes citations with brief annotations on such aspects as spelling, cloze procedure, language acquisition, and remedial reading instruction. The annotations are divided into the following sections: (1) general; (2) English as a second language (ESL)--bilingual children; (3) gifted children; (4) reluctant readers; and (5) remedial/disabled readers. (JD)

ED 274 980 CS 210 071

Herrmann, Andrea W.
Word Processing in the ESL Class: Integrating Reading, Writing, Listening, and Speaking Skills.
PUB DATE- Dec 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, IL, December 26-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; *Computer Assisted Instruction; Cooperation; *English (Second Language); Group Activities; Integrated Curriculum; Language Acquisition; Language Aptitude; *Language Arts; Language Skills; Learning Processes; Second Language Instruction; Second Language Learning; Student Attitudes; Student Motivation; *Teaching Methods; *Word Processing; Writing Apprehension; Writing Instruction
IDENTIFIERS- Writing Workshops

Creating a writing workshop atmosphere using computers in the English as a Second Language (ESL) classroom improves the opportunities for integrating all language skills: listening, speaking, reading, and writing. The computer also represents a new way of learning, emphasizing students' problem solving strategies and learning processes. Teachers must remain sensitive to the newness and complexity of the technical demands on the ESL student, which may compound fears about speaking and writing English. If initial word processing activities are brief, nonthreatening, and not heavily constrained by time, students are encouraged to explore the program's capabilities and to use the computer as part of their writing process, not as a glorified typewriter. Students learning word processing must balance a multitude of interrelated, subtly coordinated, and self-motivated mental and physical activities requiring trial and error. Teachers must balance instructional concerns with the teaching of word processing until students have achieved a minimum level of competency. By using word processing, students become highly engaged in writing and learning language, gain new sensitivity to the flexibility of language, appear more receptive to feedback concerning the need for revision and editing, and improve their overall writing and language ability. (JD)

ED 275 051 EA 018 901

Fringe Benefits for Administrators in Public Schools, 1985-86. Part 2 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 86
NOTE- 48p.; For parts 1 and 3, see EA 018 900 and EA 018 902.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21728; $30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Collective Bargaining; *Compensation (Remuneration); Elementary Secondary Education; Employer Employee Relationship; Expenditure per Student; Expenditures; *Fringe Benefits; Health Insurance; Leaves of Absence; National Surveys; Personnel Policy; Public Schools; Retirement Benefits; School District Size; *School Statistics; *School Surveys; Tables (Data); Tuition; Vacations; Workers Compensation

The sixth biennial National Survey of Fringe Benefits in Public Schools focuses on a wide range of fringe benefit practices offered all professional personnel, including leave policies, insurance coverage, tuition reimbursements, and expense account allowances. Data were collected from a national panel sample stratified by enrollment size and are reported separately for large, medium, small, and very small systems for five levels of per pupil expenditure and for eight geographic regions. This volume reports fringe benefits received by administrators other than superintendents for school year 1985-86 in the 967 school systems that responded to the survey. The 24 summary tables included are based on data from all responding systems. Most tables provide detailed summaries of fringe benefit systems tabulated by enrollment size; the more general summaries of the fringe benefit data tabulated by per pupil expenditure level and by geographic location of responding systems are offered in tables 23 and 24. Highlights of the survey, by percentage figures, are provided, and an introduction preceding the data tables describes the scope of the study and sample design. (CJH)

ED 275 105 EC 190 631

A Parent's Guide to Special Education: Your Child's Right to an Education in New York State.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-85-7964
PUB DATE- Sep 84
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; *Parent Participation; *Parent Role; *Parent Teacher Cooperation; Program Development; Program Implementation; Referral; *Special Education; State Programs; Student Evaluation; Student Rights
IDENTIFIERS- *New York

This guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs for their child. Part 1 of the guide provides in-depth information related to the special education process in New York public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A seven-step chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part 2 of the guide serves as a practical handbook which complements Part 1 and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (OECHC): early childhood directions centers, special education training and resource centers, and regional offices. The OECHC's information checklist is also provided. (CB)

ED 274 805 CE 045 172

Sletten, Rennae C. G.
Educational Interests of Mexican American Migrant Women.
PUB DATE- 86
NOTE- 18p.; Based on a Ph.D. dissertation, University of Wisconsin, 1981.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; *Educational Objectives; Employment Patterns; Family Size; *Females; Interest Research; Language Skills; *Mexican Americans; *Migrant Workers; *Vocational Interests

A study examined the willingness of 101 Mexican American migrant women to attend school to train for a different job. Personal interviews were conducted with women in Wisconsin, Minnesota, and North Dakota. Overall, four-fifths of the respondents expressed a willingness to attend school in order to train for a different job. Chi-square analyses of the data indicated that of the five characteristics treated as independent variables three (age, education, and ability to speak English) were significantly correlated with a willingness to attend school, whereas two (family size and years in agriculture) did not appear to influence respondent's attitudes toward returning to school. According to the data collected, women who were younger, better educated, and better able to speak English were more likely to be willing to return to school. Of those respondents willing to return to school, 45 percent expressed an interest in professional and technical jobs, primarily in teaching and nursing. Jobs related to clerical and sales occupations elicited the second highest level of interest (30.7 percent). The two most-preferred training methods were on-the-job training and training for a skill at a vocational school. (MN)

ED 274 820 CE 045 190

Potter, Oscar B.; McCracken, J. David
Supervised Occupational Experience and Achievement of Students Mainstreamed in Ohio Vocational Agriculture Programs. Summary of Research 41.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Agricultural Education; *Disabilities; High Schools; *Mainstreaming; Outcomes of Education; Program Effectiveness; Student Characteristics; *Supervised Farm Practice; *Vocational Education
IDENTIFIERS- Ohio

The purpose of this study was to examine the type and scope of supervised occupational experience programs (SOEPs) and the achievement of students mainstreamed in vocational agriculture in Ohio. Achievement was measured by the grade students received in vocational agriculture during the first semester of the 1983-84 school year. The sample for the study was 300 randomly selected handicapped vocational agriculture students from comprehensive high schools, joint vocational schools, and city vocational schools. Data were gathered by means of a questionnaire administered to the students by their 82 vocational agriculture teachers. The study found that students with more hours of in-school laboratory SOEPs had greater achievement than students with fewer hours. However, there was no relationship between the scope of out-of-school SOEPs and student achievement and no relationship between the level of student achievement and type of school, type of handicap, length of students' enrollment in vocational agriculture, or number of siblings enrolled in vocational agriculture. The study found a positive relationship between the level of student achievement and Future Farmers of America involvement, and between achievement and student opportunity variable (living in a town or city, encouragement, living with one parent, and occupational status of parents). The study also found a negative relationship between the level of student achievement and some student opportunity variables (living with a guardian, money provided by parents, participation in free or reduced-price lunch program, and living in a nonfarm rural residence). The study recommended increased use of in-school laboratory projects for handicapped students. (KC)

ED 274 848 CE 045 232

Grant, Shelia I.

Self-Contained Math Manual. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 639p.; For related documents, see CE 045 228-231.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75472 (Order No. TI-289-TG: $16.00).
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Arithmetic; Behavioral Objectives; *Competency Based Education; Decimal Fractions; Division; Fractions; Learning Activities; *Mathematics Instruction; Multiplication; Number Concepts; Percentage; Pretests Posttests; Secondary Education;

Subtraction; *Trade and Industrial Education; Whole Numbers

This instructional manual consists of 11 competency-based units for a mathematics course for trade and industrial programs in Texas. Each instructional unit includes the following basic components: unit and specific objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), information sheets, transparency masters, activity sheets, pre/post and unit tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction. Unit topics are numeration, adding whole numbers, subtracting whole numbers, multiplying whole numbers, dividing whole numbers, fractions, decimals, percents, measurement, time and pay, and making change. (YLB)

ED 274 863 CE 045 311

Sterling, George A.
PRIDE Resources Handbook.
Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 85
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Adult Vocational Education; Advisory Committees; Career Development; *Career Education; *Career Guidance; *Curriculum Development; Disabilities; *Equal Education; *Followup Studies; Guidance Programs; Program Evaluation; Secondary Education; Sex Fairness; *Vocational Education
IDENTIFIERS- *PRIDE Project

This handbook is intended as reference material for Ohio's PRIDE (Program Review for the Improvement, Development, Expansion of Vocational Education and Guidance) Vocational Eduation Planning Districts (VEPDs) coordinators, service representatives, and instructional chairpersons. It is divided into four content areas. The section on the PRIDE process and followup explains the legal mandate for PRIDE and the very basic PRIDE process within the VEPD/school district. It also discusses followup as an accountability tool and its various processes within the state to aid in the improvement of programming for youth and adults. The section on curriculum/instruction is divided into three topics: curriculum--course of study (development of the course of study using the Instructional System Design model and State Department of Education requirements), advisory committee (its role and involvement and effective uses), and academic alliance (correlation of vocational material into the academic program). A section on equity provides information on legislation requiring equal access and the special concerns of sex equity and handicapped equity. The final section on services describes the nine dimensions of a guidance program and discusses career development and sources of occupational and education information. (YLB)

ED 274 877 CE 045 343

Manley, Katherine K.; And Others
An Assessment of the Training Needs of Career-Vocational Counselors, Job Placement and Career Resource Center Personnel in Michigan: Implications for Long-Term Professional Development. Final Report.
Ferris State Coll., Big Rapids, MI. Center for Occupational Education.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- Aug 86
NOTE- 158p.; Light type in some figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; Career Guidance; Community Colleges; *Counselor Attitudes; *Counselor Characteristics; Counselor Role; *Counselor Training; *Educational Needs; Employment Services; *Inservice Teacher Education; Job Placement; *Learning Resources Centers; Needs Assessment; Postsecondary Education; School Counseling; Secondary Education; Vocational Education
IDENTIFIERS- *Michigan

The study described in this report included a statewide collection of baseline information on career/vocational counseling and placement training needs in Michigan. The study sought to determine the need for a statewide career/vocational guidance and job placement training and development center for public secondary and postsecondary counselors, job placement and career resource personnel; preservice and inservice training needs; and possible alternative methods and costs of meeting the needs identified and described. Data were gathered through four separate questionnaires administered to a total of 1,300 persons in these four groups: career/vocational counselors, job placement specialists, career resource center specialists, and administrators. The survey results showed that those questioned perceived a high level of the following needs: training in microcomputer technology, inservice training, nonschool resources, new written materials, clerical help, and smaller counselor/student ratios. The findings also revealed a high interest in a number of services that could be provided through a training and development center: inservice training, monthly newsletter, information, guides, and resources. Further, the findings demonstrate both a strong need for such a center and a high level of intended individual/institutional use of a center. The study also found that those practitioners surveyed perceive that their strengths are in serving students whose backgrounds and ability tend to make them competitive in the academic tasks, while they are not helping those students who want to move into the labor market and those who may be less successful in school. In addition, the survey found differences in the perceptions of strength and weakness ratings between counselors and career resource and placement personnel. Recommendations are presented for addressing each of the needs identified by the survey. Twenty-nine tables and 36 figures supplement the text. Extensive appendixes include the survey questionnaires, lists of Advisory Committee and Field Review Team members, and the Secondary Statewide Forum agenda with list of participants. (KC)

ED 274 890 CG 019 394

Yager, Geoffrey G.; Wilson, F. Robert
Ten Suggestions on Teaching Research to Counseling Students.
PUB DATE- Oct 86
NOTE- 24p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Kansas City, MO, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Counseling; *Counselor Training; Higher Education; *Microcomputers; *Research; *Statistics; *Teaching Methods

This paper presents 10 specific innovative ideas for teaching a basic research course to counseling students. Each idea is presented briefly and an illustrative example is provided in the appendices. The ideas presented include: (1) encouraging full-time counselor educators to teach the research courses; (2) making direct attempts to reduce student anxiety; (3) involving students in critiquing published research; (4) using the game of "MasterMind (tm)" to introduce hypothesis testing; (5) generating discussion examples that ask students to identify alternative hypothesis testing; (6) presenting basic statistical concepts while analyzing important measurement concepts; (7) creating a student-designed instrument to illustrate important measurement concepts; (8) decreasing social distance between students and statistics by teaching use of inexpensive microcomputer statistical software; (9) designing computer simulations and games to demonstrate research concepts; and (10) developing an electronic classroom facility. The basic equipment for an electronic classroom is described as a microcomputer station with appropriate software, a large screen projector, and student response keypads. Videocassette players/recorders, printers, and modems are listed as optional additional equipment. (NB)

ED 274 905 CG 019 409

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
AIDS, Alcohol & Health Care. Chapter 4.
PUB DATE- 86
NOTE- 44p.; In: Bridging Services: Drug Abuse, Human Services and the Therapuetic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholic Beverages; *Alcoholism; *Drinking; *Drug Addiction; *Drug Rehabilitation; *Health; Holistic Approach; International Organizations; Nutrition

This document contains 10 papers from the ninth World Conference of Therapeutic Communities (TC) that deal with a variety of health-related subjects. Papers include: (1) "AIDS among IV Drug Users: Epidemiology, Natural History & TC Experiences" (Don C. Des Jarlais, et al.); (2) "AIDS and Therapeutic Communities: Policy Implications" (Don C. Des Jarlais and Samuel R. Friedman); (3) "Can Recovering Addicts Drink?" (David E. Smith); (4) "Alcohol and the

TC Graduate: The Permissions Model" (Alfonso P. Acampora); (5) "Firewater: An Archetypal Perspective" (Eduardo Duran); (6) "Designer Drugs: The Analog Game" (Robert J. Roberton); (7) "Treatment of Cocaine Dependence within the TC System" (Joan Zweben); (8) "Herbs & Alternative Health in the TC" (Ethan Nebelkopf); (9) "Nutrition & Dietary Concerns in the TC" (Donald Land); and (10) "Run for Recovery: An Insider's View" (Frank M.) (NB)

ED 275 090 EC 190 614

Sigmon, Scott B.
American Sociohistorical Roots of Learning Disabilities: A Foundation for Radical Analysis.
PUB DATE- 85
NOTE- 19p.; For a related document see ED 273 077.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Categorical Aid; *Educational Diagnosis; *Educational History; Elementary Education; *Foundations of Education; Grouping (Instructional Purposes); Handicap Identification; *Labeling (of Persons); *Learning Disabilities; *Mild Disabilities; Special Education; Student Placement; Teaching Methods

The article traces the development of the concept of learning disabilities (LD) in American education from a sociohistorical perspective, prompting a variety of observations and conclusions. The scientific basis for the conceptualization of the LD clinical syndrome is weak. A clinically identified dysfunctional learning style has been transformed into an educational arrangement. While special education's proper focus is on the moderately and severely handicapped, special education categories and services have been inappropriately expanded to include large numbers of low achieving students labeled as mildly handicapped. Different funding methods must be promulgated for remedial programs to keep students with mild handicaps out of the special education system. The newer LD practice model, developed by LD research institutes and applying a rigorous methodology, should be employed to help educate all students better without first labeling them. (JW)

ED 275 164 FL 016 068

Arnaud, Pierre J. L.

The Lexical Richness of L2 Written Productions and the Validity of Vocabulary Tests.

PUB DATE- 84

NOTE- 17p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Discourse Analysis; English (Second Language); Foreign Countries; Higher Education; *Language Tests; Second Language Learning; Test Construction; Testing; *Test Validity; *Vocabulary Skills; *Written Language

IDENTIFIERS- France

This study investigates the validity of second language vocabulary tests, and whether or not test scores accurately reflect the quality of language behavior in real-life situations. It attempts to prove the validity of vocabulary testing by comparing test scores to indices of vocabulary richness in second language production. The student subjects were assigned an essay on a designated topic. Their writing was measured by lexical analysis (lemmatization, text length, and word rareness). The essays of French students of English and of American students studying in France were compared. Results did not show text length to correlate with vocabulary richness. However, results indicated that a low, but significant, correlation existed between discrete-item test scores and lexical richness variables in each homogeneous group. (MSE)

ED 274 834 CE 045 214

Sullivan, Carol
Office Education Curriculum Guide Series. Core Document.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 369p.; For individual curriculum guides, see CE 045 215-217. Document is printed on colored paper.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (available with individual curriculum guides: $22.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business English; Educational Resources; *Employment Potential; Employment Qualifications; *Entrepreneurship; Ethics; Human Relations; *Job Skills; Leadership Training; Occupational Safety and Health; *Office Occupations Education; *Office Practice; Planning; Recordkeeping; Secondary Education; Self Actualization; State Curriculum Guides; Transparencies; Units of Study; *Vocational Education

As one of a series of curriculum guides for office education programs in Texas, this guide contains units of instruction to assist in teaching the following objectives rated as necessary for the success of the program by experienced teachers across the state: (1) the essential elements common to all vocational programs and (2) the essential elements of office education. The four units in the vocational core cover the following topics: leadership, entrepreneurship, successful employment, and employment opportunities. Each unit contains these basic components: unit outline, resource list, performance chart, notes to the instructor, unit overview, transparency masters, activity sheets, tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction. Each unit in the office education core is correlated to the essential elements and includes these components: unit outline, resource list, performance chart, notes to the instructor, and unit overview. The 17 units in this section cover the following topics: safety, telephone techniques, office careers, business ethics, human relations, personal development, organizing work, resources and references, business forms, business reports, language usage, written communications, business mathematics, banking activities, recordkeeping, business machines, and word/data processing terminology. (KC)

ED 274 952 CS 008 560

Olson, Arthur V.
Readability Concerns for the School Librarian.
SPONS. AGENCY- Victoria Univ. (British Columbia).

PUB DATE- 80
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Librarians; *Readability Formulas; *Reading Material Selection; *Reading Research; School Libraries; *Test Validity
IDENTIFIERS- McCall Crabbs Standard Test Lessons in Reading

Noting that four of the six most common readability formulas use the McCall-Crabbs Standard Test Lessons in Reading as the independent criterion of difficulty to establish validity, while the other two often site their correlation with the first four to determine validity, a study examined whether these lessons consisted of passage selections covering a sufficiently wide range of reading difficulty to warrant their use in the development of readability formulas. It was hypothesized that the lessons should increase in difficulty from the beginning of any given booklet to the end, and from Book A to Book D. However, results of analysis showed that the average number of sentences and the average number of syllables per 100 words did not support the assumption that the complexity of the material increased within books or from Book A to Book D. Among the formulas there is considerable variation in grade level designation for the reading selections. The results increase concern about relying on any formula that uses the McCall-Crabbs Standard Test Lessons in Reading as a criterion for development or that bases its validity upon the correlation with other formulas as its justification for application. The results also indicate that readability formulas do not provide school librarians with the information needed to match a given book with a particular student or group of students. (Tables of data are included.) (HTH)

ED 274 966 CS 209 745

Schwartz, Thomas A.
A Prediction for the Outcome of Press-Enterprise Co. v. Superior Court (II).
PUB DATE- Aug 86
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; *Court Litigation; Court Role; *Freedom of Information; *Freedom of Speech; Legal Education (Professions); Media Research; *News Reporting; News Writing; *Predictive Validity; Predictor Variables; Social Psychology
IDENTIFIERS- *Judicial Attitudes; *Press Enterprise Co v Superior Court (II); Press Law

To determine whether U.S. Supreme Court judges have a systematic attitude toward court cases dealing with the law of newsgathering and fair trial-free press, and whether that attitude can help predict the outcome of the pending case Press-Enterprise Co. v. Superior Court (II), this paper applies an attitudinal theory from the field of social psychology to judicial behavior in relevant court cases. Relevant legal theories, extensive methodology, and access to the judicial process are discussed, followed by an in-depth consideration of the Press-Enterprise v. Superior Court case (in which media sought access to sealed transcripts of a murder trial in progress) and a prediction of the outcome. The ensuing discussion notes that: (1) an attitudinal theory can be applied by ascertaining the attitudes of the justices, explaining their past behavior, and predicting their future behavior; (2) the attitudinal referent of First Amendment access to pretrial hearings can be satisfactorily scaled, on which the outcome of the Press-Enterprise v. Superior Court case can be predicted; and (3) if the prediction that media will win by a vote of 6 to 3 proves true, the attitudinal theory still will be not be "proven"--either outcome will merely provide a measure of confirmation in a system of competing theories with differing levels of explanation. (JD)

ED 275 007 CS 210 148

White, Edward M.; Polin, Linda G.
Research in Effective Teaching of Writing. Volumes I and II: Final Project Report.

California State Univ. **Foundation, Los Angeles.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 604p.; For the Phase I Final Reports, see ED 239 292-293. Some pages contain small print.
GRANT- NIE-G-82-0024
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Instructional Development; *Instructional Effectiveness; *Instructional Improvement; Postsecondary Education; *Program Content; Program Evaluation; Student Attitudes; Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- California State University; Writing Attitudes; *Writing Programs

A three phase study evaluated the comparative effectiveness of various features that comprise a postsecondary writing program. The first phase of the study examined the college composition programs on the 19 California State University (CSU) campuses to identify and describe distinctive program features. The second and third phases measured both students' writing performance and self-perceptions of their writing achievement. Results confirmed the general hypothesis that the organization of composition instruction does matter: certain aspects of postsecondary writing programs are significantly associated with improved student performance and self-perceptions. The following conclusions emerged from an analysis of the relations among the holistic (HS), correctness and efficiency (CE), and development and focus (DF) scores: (1) HS correlated highly with CE in the measurement of writing ability; (2) freshman composition students scored significantly lower in all three categories when only the upper-division certification method was used; (3) CE graded student writing samples more severely than DF; (4) students wrote better in programs that included both instruction and certification; and (5) when key administrators encouraged strong campus-wide writing instruction and assistance, students' writing performance increased. Extensive appendices to this final project report appear in volume II. These include three articles published in the "Council of Writing Program Administrators Journal" reporting on this study, research documents used for this study (faculty questionnaire, campus fact sheet, interview protocols, student self-perception questionnaire, the essay topic, scoring guides, sample scored student essays), and data tables. (JD)

ED 275 021 CS 505 403

Roberts, Charles V.
The Question of Validity and Application: How Do We Know How Well We Are Listening.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; Comparative Analysis; Higher Education; *Listening Comprehension Tests; Listening Habits; *Listening Skills; Long Term Memory; Short Term Memory; Test Reliability; *Test Validity
IDENTIFIERS- Receiver Apprehension Test; *Watson Barker Listening Test

To test the validity of the Watson-Barker Listening Test (WBLT), a study was conducted based on the hypothesis that there is a curvilinear relationship between receiver apprehension and listening ability. Subjects, 120 undergraduate speech students, completed the Receiver Apprehension Test (RAT) and the WBLT. Analysis of the data revealed a significant correlation between RAT scores and both long-term memory and total listening ability, though not between RAT scores and short-term memory. These significant relationships were curvilinear in nature, supporting the claims of validity for the Watson-Barker instrument. However, conclusions drawn from the study emphasize that more data must be accumulated before the WBLT can be considered "externally valid." A five-page bibliography is appended. (JD)

ED 275 078 EA 018 931

McGee, Glenn W.

The Instructional Leader as Middle Manager: The Principal's Role in Implementing a Technological Innovation.

PUB DATE- May 86
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; Administrator Role; *Computer Oriented Programs; *Educational Administration; Elementary Education; *Instructional Leadership; *Principals; *Program Implementation; Research Needs
IDENTIFIERS- Illinois

Despite the widespread introduction of microcomputers into the nation's schools, tremendous variations exist in the frequency and success of their implementation. This study focuses on the principal's role as one possible cause of these variations. Recent research has identified two major role activities of principals: instructional leadership and school management. Instructional leadership activities, generally considered an important factor in creating effective schools, include goal setting, supervising instruction, and active decision making. School management activities, considered more "typical" and less dynamic in nature, include tasks such as record keeping, scheduling, and building operations. To examine the nature of these two roles and to determine their impact on the implementation of microcomputer use, data was collected from teachers, principals, and media center directors in a random sample of 130 elementary schools in northeastern Illinois. The findings show that although some elements of instructional leadership are associated with successful implementation, schools whose principals are skilled managers have the strongest computer curricula. Their effectiveness in coordinating and facilitating new programs suggests a new area of inquiry for the theory of instructional leadership. Five pages of references, two tables, and two figures are appended. (IW)

Dodge, Diane T.; And Others
A Classroom Teacher's Handbook for Building English Proficiency.
Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 60p.; For related documents, see FL 016 032-033.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; *Curriculum Development; Elementary Education; *English (Second Language); Intercultural Communication; Language Proficiency; *Limited English Speaking; *Material Development; Media Selection; Second Language Instruction; Teaching Guides

A handbook for teachers in small school districts who are faced with the need to include increasing numbers of students with limited English proficiency (LEP) in their regular classroom programs is presented. The handbook is designed to help teachers develop effective strategies to adapt curricula and instructional materials to meet this population's needs. The handbook begins with a discussion of common concerns of teachers, the rewards of teaching LEP students, and survival skills for the first few days of class. Subsequent chapters examine: the characteristics, testing, and language-learning situation of LEP students; issues concerning the LEP student in the regular classroom (orientation, the classroom environment, classroom management, grouping, communication, and cross-cultural understanding); and adapting instruction and materials for LEP students (strategies for adapting instruction, identifying goals and objectives, identifying new concepts and vocabulary, selecting commercial materials and/or preparing simplified reading material, generating reinforcement activities, and selecting methods for teaching reading skills). (MSE)

ED 274 777 CE 045 047

Hammerman, Myrna Lynn
Adult Learning in Self-Help/Mutual Aid Support Groups.
PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Programs; Group Structure; *Independent Study; Lifelong Learning; Postsecondary Education; *Self Directed Groups; *Self Help Programs; *Social Support Groups

Although the origins of self-help groups can be traced back to early history, the self-help movement as we know it today began almost 50 years ago. Approximately 15 million Americans currently belong to about 500,000 different self-help groups. Adults in transition are likely to seek both formal and informal sources of help when faced with changing life circumstances. Although people who seek self-help within their social network appear to represent a cross section of the general population, those who eventually go to human services tend to be white, young, educated, middle class, and female. The number of inner-city residents and minority group members is surprisingly low. Although many self-help groups have been founded by professionals, most are based on principles of mutual aid and use important and effective mechanisms for learning that are very different from those that most professionals use in private practice. The self-help process involves a number of components, including an empowering self-help philosophy, a support dimension, a therapeutic aspect, a spiritual or missionizing element, and an educational component. Self-help groups tend to take on very diverse oganizational forms, with very different degrees of formal versus informal structure and very different ways and degrees of involving professionals in their activities. Regardless of the form it takes, however, the self-help group can serve as an important forum for self-directed adult learning throughout the life span. (MN)

ED 274 791 CE 045 143

Beaudin, Bart P.
Facilitating Transfer of Learning to the Workplace.
PUB DATE- 23 Oct 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Diffusion (Communication); *Educational Strategies; *Education Work Relationship; Instructional Development; *Labor Force Development; Postsecondary Education; Skill Development; *Training Methods; *Transfer of Training; Work Environment

Traditionally, transfer of learning has been a concern only during coursework. It has become clear, however, that there are a number of transfer enhancement strategies that educators and trainers can successfully implement before, during, and after organized learning experiences. Even before training begins, trainers can begin to enhance their students' ability to transfer their training by collecting baseline information concerning (1) the labor needs of the organizations whose employees will receive the training and (2) the skill deficits of the same employees. Such information can be collected from advisory groups, needs assessments, task analyses, and interviews with supervisors and training program participants. Transfer-of-training strategies for use during training include involving participants in the learning process, providing adequate time for practice and feedback, incorporating real work as a part of training sessions in the form of case studies, encouraging co-workers to attend learning sessions, providing time for discussion concerning the debriefing of management about the session, and developing a backsliding prevention program. After the program is over, transfer of learning can be enhanced by sending out flyers highlighting strategies to participants and following up on participants and managers to assess the usefulness of the training program's content. Managers can enhance trainees' transfer of learning by reinforcing positive behavior, by using the jargon used in the learning event when communicating with employees, and by incorporating the results of learning events into performance appraisals. (MN)

ED 274 922 CG 019 426

Annis, Linda Ferrill
Test-Taking Strategies and the Self-Sufficient Learner.
PUB DATE- 22 Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Cognitive Style; College Students; Higher Education; *Learning Strategies; *Student Development; *Study Habits; Study Skills; *Test Wiseness

This paper outlines recommended test-taking strategies for the self-sufficient learner based on research in cognitive psychology. The theoretical model used is the information-processing approach involving the three essential steps of paying attention, encoding, and framing associative linkages for the new material. Preparing for examinations is presented as the first hurdle. It is suggested that students keep up with the class by reading, attending lectures, and taking notes. Two research-recommended activities that appear to be very helpful in preparing for an examination are discussed: reviewing rather than cramming, and finding out the exact kind of test to expect. Different review strategies are examined in terms of the information processing model. A four-step plan for taking a test is suggested which involves going through the test four times, with four different purposes. It is noted that test-wise learners, those who have acquired the cognitive abilities to do well on a test independent of the subjective test content, use an organized approach to taking both multiple-choice and essay tests that reduces anxiety and maximizes the chances for optimum performance. Contributions from cognitive psychology are presented which include general instructions for working through a test as well as more specific advice. Instructors are encouraged to teach the kinds of techniques and strategies discussed in this paper in order to help their students become test-wise, self-sufficient learners. (NB)

ED 274 937 CG 019 441

Lauver, Philip J.
Extending Counseling Cross-Culturally: Invisible Barriers.
PUB DATE- 15 Feb 86
NOTE- 13p.; Paper presented at the Annual Convention of the California Association for Counseling and Development (San Francisco, CA, February 15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Objectives; *Counseling Theories; *Counselor Attitudes; Counselor Client Relationship; *Cultural Awareness; *Cultural Differences; *Cultural Influences

In order to develop competence in cross-cultural counseling, awareness of one's own culture must be developed. To survive, cultures incorporate both obvious mechanisms, like a distinctive language, and less obvious mechanisms, like patterns of thought. Culture acts as an invisible veil which prevents us from being aware of the cultural filters through which the world is viewed. Awareness of these less obvious filters, or barriers, is necessary before the effects of these barriers can be examined. The cultural predisposition is to call something that does not fit reality nonsense. By invoking nonsense, communication is closed and a barrier is created. A language barrier results from the function of language as representing experience. The tendency to overlook the powerful effects of language on perception and behaviors is testimony that culture is working to protect its own from the awareness of other realities. A need exists to stereotype, to perceive things in groups rather than attend individual instances. Things are seen only as there are words to describe them, thus providing another barrier. Descriptions can be implicit evaluations. Assertions may be misvalidated by addressing the object rather than the author. Extending counseling cross-culturally begins internally in the mind and heart of the counselor. The counselor who is aware that understanding another can be incomplete at best has hope of becoming an effective counselor. (ABL)

ED 275 037 EA 018 885

Baugher, Shirley L.
The Multidisciplinarity of Leadership.
PUB DATE- Oct 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Society of
Educators and Scholars (11th, Louisville, KY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administration; Curriculum Design; Educational Trends;
*Futures (of Society); Higher Education; *Leadership; *Leadership
Qualities; *Leadership Training; Synthesis; *Theories
IDENTIFIERS- *Interdependence; Management Skills

Recent research has shown that leadership and management are different and that leadership education programs have traditionally trained managers. This paper reviews the basic leadership theories, asks questions about future leadership, and examines the learning experiences that produce effective leaders. The paper's intent is not to create a theory of multidisciplinarity, but to synthesize the leadership studies of other researchers and teachers. Six theories are summarized: (1) the trait theory, viewing leadership as a natural endowment; (2) situational theory, grounded in small group research; (3) organizational theory, focusing on specific skills within typically bureaucratic organizations; (4) power theories, encompassing skills such as persuasion and conflict resolution; (5) holistic, visionary theory; and (6) ethical assessment approaches. A seventh view acknowledges all six theories and blends them within a broader context of existence and meaning. The paper next traces the evolution of leaders as specialists, and asserts the need for generalists for the new information environment. Various disciplines are briefly examined for their past contributions to leadership theory and their potential for developing a new leadership training curriculum for higher education. Appended are eight references. (MLH)

ED 275 120 EC 190 901

Simmons, Johnny
The Relation of Measures of Verbal Creativity to Selected Measures of Language Performance.
PUB DATE- 7 Jul 85
NOTE- 10p.; Paper presented at the American Speech-Language-Hearing Association South Central Regional Conference (San Antonio, TX, July 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creativity; Divergent Thinking; Elementary Education; *Expressive Language; *Language Handicaps; Language Skills; *Language Tests; Receptive Language; *Verbal Ability
IDENTIFIERS- *Torrance Tests of Creative Thinking

Some new approaches to the assessment and treatment of language handicaps suggest the need to examine relationships between verbal creativity and language performance. Data were collected from 40 normally developing white fourth, fifth, and sixth grade children, drawn from both urban and rural communities and from a middle socioeconomic level. Subjects were given the Torrance Tests of Creative Thinking--Verbal and six commonly used measures of language performance including the Peabody Picture Vocabulary Test--Revised, and an expressive language subtest of the Clinical Evaluation of Language Function. An oral language sample was judged for mean length of utterance, semantic complexity, and verbal fluency. Statistical analyses yielded only one moderate and positive correlation between verbal creativity (the Verbal Flexibility subtest of Torrance) and one language performance measure (the Peabody). Results of a stepwise regression indicated that verbal creativity measures--the Verbal Fluency, Verbal Originality, and Verbal Flexibility Torrance subtests--could not be used to predict selected language performance measures. Results suggest a distinction between the skills needed for encoding and decoding of language and the creative or divergent use of language. Programs for linguistically handicapped persons need to emphasize language use in novel, varied, and more generalized situations. (DB)

ED 275 149 FL 016 047

Haynes, Margot
Patterns and Perils of Guessing in Second Language Reading.
PUB DATE- Mar 83
NOTE- 15p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Classroom Techniques; *Context Clues; *English (Second Language); *Inferences; *Reading Processes; Reading Skills; Second Language Instruction; *Vocabulary; Word Recognition; *Word Study Skills
IDENTIFIERS- Nonsense Words

This paper explores the patterns and processes used by adult students of English as a second language (ESL) when they guess at the meanings of nonsense words in a reading text. The findings suggest that while word-unit processing is a major component of both first- and second-language reading, a major difference between first- and second-language readers is that the latter will not have confidence in their judgment that a word is familiar or unfamiliar, and will guess at its meaning rather than pass it by. In addition, any familiarity in a word may arrest the second-language reader's attention and detract from top-down, contextual processing. This suggests that ESL teachers should recognize the importance of word unit processing and encourage guessing when contextual clues are available; be sensitive to the reduced ability to guess among low proficiency students with limited linguistic knowledge; avoid exclusive use of over-redundant texts; acknowledge that word-analysis is a natural strategy even though sometimes misleading; and provide practice in both guessing from context and word-level graphophonemic accuracy, thus building both flexibility and efficient access to word meaning in memory. (MSE)

Baghdady, M. I.
The Construction of a Modular Thematic Task Bound English Language Achievement Test Battery for Kuwait.
PUB DATE- 84
NOTE- 17p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Proficiency; *Language Tests; Research Projects; *Test Construction; Testing Problems
IDENTIFIERS- Great Britain; *Kuwait

This paper reports the development of a test battery to replace the structural testing used in Kuwait to assess skills acquired in the communicatively-based Crescent English Course. A list of activities and tasks required of students at level six was drawn from the course syllabus, and four modules containing clusters of integrated language tasks linked by a theme and based on English language situations encountered in Kuwait were designed. Each module contains four tasks with specific skill objectives and two possible configurations to provide alternative test forms. Pilot testing was done in 10 Kuwaiti and 2 British secondary schools, for validation and to obtain a performance model. The scoring system and procedures were expanded and standardized based on those results. Validity and reliability of the battery are being investigated. (MSE)

ED 274 806 CE 045 173

Systems Approach to Training.
British Gas, London (England). Training and Development Dept.

PUB DATE- 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Cost Effectiveness; Educational Needs; Evaluation Criteria; *Instructional Development; Job Analysis; *Needs Assessment; Outcomes of Education; Postsecondary Education; *Program Evaluation; *Systems Approach; Task Analysis; *Training Methods

This pamphlet is intended to assist managers and professional trainers alike in using a systems approach to training. Addressed in the individual sections of the guide are the following topics: identifying the training need (the main job objectives, the conditions under which the job is performed, and the responsibilities it involves); analyzing the training need (deciding whether training should be done on or off the job, identifying training priorities, and determining the performance standards to be achieved by the end of training); specifying the job (describing what the trainee will have to do after training, what judgments the trainee will have to make, and what factors the trainee will need to take into account); writing training objectives (each of which should include a performance statement, conditions under which the performance will take place, and performance standard); designing training (breaking down the identified training objectives into enabling objectives, determining training methods and media to be used, and identifying the type and place of tests and assessments throughout the training program); performing an internal validation (assessing training as it progresses in order to identify and deal with any problems, measuring the overall success of training, and identifying areas of weakness and appropriate remedial actions); and performing an external validation and evaluation (determining the relevance and transferability of training, its relative costs and benefits, and its value and usefulness as perceived from the point of view of the individuals involved in it). (MN)

A Guide to Systematic Training. Planning, Implementing, Reviewing.

Hotel and Catering Training Board, Wembley (England).

REPORT NO.- ISBN-0-7033-0103-9
PUB DATE- 86
NOTE- 49p.
AVAILABLE FROM- Hotel and Catering Training Board, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Corporate Education; *Food Service; Foreign Countries; *Hospitality Occupations; Hotels; Inplant Programs; Needs Assessment; *Occupational Home Economics; *On the Job Training; Program Development; *Program Implementation; *Staff Development; Trade and Industrial Education
IDENTIFIERS- Great Britain

This guide is designed for managers and supervisors so they can quickly understand the meaning of systematic training and of the practical steps to take to make training efficient. It is useful as a checklist for those responsible for organizing or advising on training and as a basis for meetings, training sessions, and discussions on systematic training. Information is organized by nine stages. They are (1) the value of a training policy, (2) identifying where training is required, (3) organizing training, (4) the cost of training, (5) preparing the training plan, (6) drawing up the training programs, (7) putting planned training into practice, (8) keeping a record of training, and (9) reviewing, evaluating, and improving the training. Examples of how the guides have helped in practice are provided. Appendixes include sample training plans and listings of Hotel and Catering Training Board publications and regional offices. (YLB)

ED 274 864 CE 045 313

Dyer, Alice F.
Identifying the Gap between the Beliefs in Adult Education and What Is Promoted to the Practitioner.
PUB DATE- Oct 85
NOTE- 27p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Learning; Case Studies; Comparative Analysis; *Diffusion (Communication); Educational Needs; *Educational Philosophy; Educational Practices; *Educational Theories; *Information Dissemination; Information Needs; Postsecondary Education; *Scholarly Journals; Teacher Education; Teaching Methods

Although it is clear that adult education has existed much longer as a field of practice than as a field of study, little research exists to identify the contribution that an understanding of the field of adult education, particularly adult learning and techniques for teaching adult students, makes to the effectiveness of an adult educator. To study the gap that exists between the beliefs underlying the field of adult education and actual practice, 318 articles from 48 professional journals for adult educators and three texts that are required reading in a course in the theory and practice of adult education methodology were compared with respect to their treatment of the following four topics: continuing education, the adult learner, teaching methods, and adult educators. The review indicated that although the professional literature promotes a belief structure to the field, the professional journals do not carry that message to the practitioner. Rather, the journals devote more energy to the management and administration of programs, and, therefore, the practitioner is not able to look to the professional journals as a prime source of support. Thus, while the field of adult education is growing, the support systems to keep it healthy are diminishing. The challenge then is to provide for the support and dissemination of a working philosophy to the field. The promotion of the ideas and concepts of adult education is as vital a part of the chain by which adult education organizes and maintains itself as is training in how to carry out these beliefs. (MN)

ED 274 891 CG 019 395

Richards, Ruth L.; And Others
Assessing Creativity at Work and Leisure: The Lifetime Creativity Scales.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). For related document, see CG 019 396.
AVAILABLE FROM- Health Instrument File, University of Pittsburgh, 211 Victoria Building, Pittsburgh, PA 15261.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Construct Validity; *Content Validity; *Creativity; *Creativity Tests; Evaluation Methods; Foreign Countries; *Interrater Reliability; Test Validity
IDENTIFIERS- Denmark; *Lifetime Creativity Scales

This paper presents a new research instrument, The Lifetime Creativity Scales (LCS), along with validation evidence based on two large and independent samples. Views on creativity are discussed, the background of the LCS is reviewed, and the LCS are briefly described. The seven scales--three measuring peak creativity, three measuring extent of creative involvement, and one summarizing overall creativity--are explained. The data base and data preparation for the validation studies, all involving subjects from Danish adoption studies, are presented. A summary of descriptive and validation data includes sections on interrater reliability, descriptive statistics and interrelationships, and validity. The LCS are described as providing broad-based assessment of innovative activity at work and leisure, without the requirement that activities be socially recognized or limited to particular fields of endeavor, and as allowing for study of real-life creativity in general populations. It is noted that the scales show high interrater reliability and multiple indications of construct validity. Findings with the validation samples are presented which raise interesting questions involving the relationship between vocational and avocational creativity, and equality of vocational opportunity for men and women. (Author/NB)

ED 274 906 CG 019 410

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
Mental Health and the TC. Chapter 5.
PUB DATE- 86
NOTE- 73p.; In: Bridging Services: Drug Abuse, Human Services and the Therapeutic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Drug Addiction; *Drug Rehabilitation; International Organizations; Mental Health; *Mental Health Programs; *Psychiatry
IDENTIFIERS- *Therapeutic Communities

This document contains 19 papers from the ninth World Conference of Therapeutic Communities (TCs) that deal with the interface between the mental health establishments and the TC. Papers include: (1) "Psychiatry and the TC" (Jerome Jaffe); (2) "The Chemical Brain" (Sidney Cohen); (3) "Where Does the TC Fail?" (Ab Koster); (4) "Psychiatric Severity and Response to Treatment in a TC" (Sherry Holland); (5) "Psychiatric Disorder in TC Admissions" (Nancy Jainchill and George De Leon); (6) "Diagnosis & Treatment of the Dual Diagnosis Client" (H. L. Wilder and Christopher Dawson); (7) "The Use of Psychiatric Medications in a Drug Free TC" (Joe Lamberti and Anne Blyth); (8) "A Multi-Modality Approach to Treatment in a TC" (Robert Vaughn Frye); (9) "Working with Minorities in the TC" (Arnold Abbott); (10) "The Group Process within the Context of the TC" (Eugene Adler); (11) "Addict Rage: A Therapeutic Dilemma" (Evan Garelle); (12) "Leaving the TC: Fantasies and Emotions" (Eliseo M. Gonzalez Regadas); (13) "The Role of Art as a Therapeutic Tool" (Sue Ann Rizzo); (14) "Towards an Ethics of the TC Model in the Approach to the Addicted Patient" (Daniel A. Campagna); (15) "A Rehabilitation Program in Brazil" (Haroldo J. Rahm); (16) "Reflections on Gradiva TC in Argentina" (Juan Alberto Yaria); (17) "The Sopimusvuori Society: A System of Rehabilitation in Finland" (Markuu Ojanen); (18) "A.R.E.B.A.-Casriel Institute: A Different TC" (Pietro Ceriana); and (19) "Applications of Gestalt Therapy in the TC" (Joan Zweben). (NB)

ED 274 981 CS 210 073

Crow, Edith

Archetypes and Assignments: Writing about Personal Archetypes Aids Students in Writing Composition Papers and Understanding Literature.

PUB DATE- 14 Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assignments; Essays; Higher Education; *Literature Appreciation; *Student Experience; Student Motivation; Teaching Methods; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Archetypes; *Jung (Carl G)

Combining the study of archetypal patterns and literature study with assignments based on archetypal schema engages students intellectually as they relate their personal experiences to texts outside of themselves. This approach is grounded in the theory that engagement in a topic, whether reading or writing, is essential for the learner to make meaning and provides archetypes as hooks to engage students in creating meaning from literature and then writing essays of literary criticism. Expanding upon the writings of Jung, archetypes are recognized as the basic patterns from which copies are made. A writing assignment guiding students in writing about the archetypes of initiation includes a definition of initiation and information on the role to be assumed by the writers, the audience, the format, and the topic. The student is to look at his or her life as text and select one initiation experience, which should then be described vividly. Such use of the archetype is one way of leading students into the realm of defining values, initiating them on to the path of wisdom. (JK)

ED 274 994 CS 210 115

Fleming, Margaret, Ed.
Writing: A Collaboration.
Arizona English Teachers Association, Tempe.
PUB DATE- 83
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Grammar; Peer Evaluation; Research Papers (Students); Revision (Written Composition); Teacher Student Relationship; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- Audience Awareness; *Collaborative Writing

Noting that while collaborative writing is commonplace in the "real" world it is seldom practiced in classrooms, the articles in this focused journal explore the place of collaboration in the writing process and the ways in which collaboration can be fostered in an instructional setting. Following an introduction by the editor, which describes briefly five models of collaboration, the articles are divided into categories for practice and theory, dialogue between teachers, teachers working with students, students writing together, and writers and their audiences. The titles and their authors are as follows: (1) "Clues about the Writing Process" (Karl Taylor); (2) "Rhetorical Theories of Composition in the Classroom" (Laura Paxton); (3) "From a Nineteenth Century Rhetorician: A Multidimensional Plan for Invention" (Katherine H. Adams); (4) "The Need for a Grammatical Vocabulary" (Susan Hye); (5) "How Much Grammar for Remedial Students? Some Basic Criteria to Help Teachers Decide" (Ronald A. Santora); (6) "Five Easy Paragraphs" (Susan Lang-McMonagle); (7) "A Recipe for Instant Mashed Potatoes" (Lee Sall); (8) "Analogical Writing and Teacher/Student Invention" (Robert C. Weiss); (9) "Teaching the Research Paper to Thwart Plagiarism" (Bruce W. Speck); (10) "Declaring Writing Independence" (Jim Christ); (11) "Confessions of a First Quarter Tutor" (Kenneth C. Wilk); (12) "Redeeming Revision" (Lee Ann Leeson); (13) "The Personal Feature: A Peerless Peer Assignment" (Terry O. Phelps); (14) "Group Essays: The Time Is Now" (Suzanna Colby); (15) "From Darkness into Light: A Group Process Approach to the Research Paper" (Glenn Spiegelhalder); (16) "Creative Revision through Collaborative Re-vision" (Frank C. Cronin); (17) "A Case for Comprehensible Composition: Teaching the Essay in 1113" (George B. Wittmer); (18) "Semi-Collaboration: Toward a Public 'Showcase' of Student Writing" (James P. Beck); (19) "The Eleven Functions of Revision" (Carolyn Boiarsky); (20) "Communication Art, Writing Craft, and Audience Response" (Alma I. Ilacqua); (21) "Student Sensitivity to Teachers' Criteria: A Study of Basic Writers" (Deborah H. Holdstein, Linda DeCelles, and Tim Redman); and (22) "Evaluation of Composition in Shoreham-Wading River" (Mark F. Goldberg). (HTH)

ED 275 022 CS 505 415

Schwartz, Thomas A.
Voting and Opinion Agreement at the Supreme Court in First Amendment Cases.

PUB DATE- May 86
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Comparative Analysis; Conservatism; *Constitutional Law; *Court Judges; *Court Litigation; *Freedom of Speech; Liberalism; Political Attitudes
IDENTIFIERS- *First Amendment; *Supreme Court

A study examined the current United States Supreme Court's treatment of the legal concept of freedom of expression by exploring its decisions and opinions on a quantitative basis. The individual votes and the opinions or legal rationales of the justices were recorded for the 43 First Amendment cases decided by the court between the 1981 appointment of Justice O'Connor and the end of the 1985-86 term. The votes of the justices were recorded in terms of their agreement with each of the other justices, their agreement with the decisions of the courts, and their agreement with outcomes favorable to petitioners claiming violation of their First Amendment rights. Results indicated that the court decided 18 of the 43 cases unanimously, while splitting by one or two votes in 19 cases. Eighteen cases were decided in favor of the litigants claiming violation of First Amendment rights. The court was found to be somewhat more unfavorable than favorable and somewhat more divided than unanimous. Justices Brennan and Marshall were most favorable to First Amendment claimants, and Justices Burger, White, O'Connor and Rehnquist were least favorable. Respective analyses show some differences between how the liberals and conservatives on the Supreme Court vote and how they reason in First Amendment cases. Brennan and Marshall appear to stand resolutely alone in voting, but when they write opinions, White appears to provide at least some leadership in linking some of the conservatives with the liberals. (HTH)

ED 275 052 EA 018 902

Fringe Benefits for Teachers in Public Schools, 1985-86. Part 3 of National Survey of Fringe Benefits in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 86
NOTE- 38p.; For parts 1 and 2, see EA 018 900-901.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21730; $30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Collective Bargaining; *Compensation (Remuneration); Elementary Secondary Education; Employer Employee Relationship; Expenditure per Student; Expenditures; *Fringe Benefits; Health Insurance; Insurance; Leaves of Absence; National Surveys; Personnel Policy; Public Schools; Retirement Benefits; School District Size; *School Statistics; *School Surveys; Tables (Data); *Teacher Employment Benefits; Tuition; Vacations; Workers Compensation

The sixth biennial National Survey of Fringe Benefits in Public Schools describes a wide range of fringe benefit practices offered all professional personnel, including leave policies, insurance, retirement provisions, and tuition reimbursements. Data were collected from a national panel sample stratified by enrollment size and are reported separately for large, medium, small, and very small systems for five levels of per pupil expenditure and for eight geographic regions. This volume reports fringe benefits received by teachers for school year 1985-86 in the 967 school systems that responded to the survey. The 19 summary tables included are based on data from all responding systems. Most tables provide detailed summaries of fringe benefit systems tabulated by enrollment size; the more general summaries of the fringe benefit data tabulated by per pupil expenditure level and by geographic location of responding systems are offered in tables 18 and 19. Highlights of the survey, by percentage figures, are provided, and an introduction preceding the data tables describes the scope of the study and sample design. (CJH)

ED 275 065 EA 018 915

O'Connor, Patrick

Dropout Prevention Programs That Work.

Oregon School Study Council, Eugene.
PUB DATE- Dec 85
NOTE- 40p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 shipping and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Alienation; *Continuation Students; *Dropout Prevention; *Dropout Research; *Dropouts; Family Influence; *High Risk Students; Peer Influence; Personality Problems; Prevention; School Effectiveness; *School Holding Power; Secondary Education; Socioeconomic Status; Truancy
IDENTIFIERS- California; Colorado; Effective Schools Research; Oregon

Spurred by a national dropout rate of 25 percent, educators are examining causes of leaving school early, identifying high risk students, and devising student retention programs. This paper profiles the potential dropout, describes 10 characteristics of effective student retention programs, and describes three exemplary programs in Colorado, Oregon, and California. Recent research suggests that students drop out not on spur-of-the-moment decisions, but because of serious personality and environmental conflicts, including unsatisfactory family relationships, perceived "lower class" status, peer influence, and alienation from school. To identify these students, school staff rely on indicators such as truancy patterns and low grades and cumulative credits. Certain characteristics ensure retention program success: (1) early identification, (2) sound organization, (3) proper staff selection, (4) team approach, (5) specific focus, (6) careful student selection, (7) respected institutional role, (8) administrator flexibility, (9) community involvement, and (10) substance abuse awareness. Adequate funding is a must. Three voluntary programs, San Luis Valley Commission (Colorado), the Opportunity Center (Eugene, Oregon), and the Coca Cola Hispanic Fund (Los Angeles, California), exhibit these qualities and are providing many would-be dropouts with needed care and attention. Included are 16 references and a list of persons interviewed. A copy of the Opportunity Center's parent-student handbook is appended. (MLH)

Croft, Diane L., Ed.
Add-Ons: The Ultimate Guide to Peripherals for the Blind Computer User.
PUB DATE- Jan 86
NOTE- 275p.
AVAILABLE FROM- National Braille Press, Inc., 88 St. Stephen St., Boston, MA 02115 ($19.95 print copies including postage; $16.95 Braille and cassette editions, shipped Free Matter for the Blind; UPS: add $3.00; $30.00 overseas orders in any medium, including postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blindness; Braille; *Computers; *Electronic Equipment; *Equipment Evaluation; Optical Scanners; *Sensory Aids; Technological Advancement; Telecommunications
IDENTIFIERS- *Computer Peripheral Equipment

Detailed product information on peripherals for the blind computer user is provided and applications, availability, reliability, price, and selection considerations are described. Chapters address the following topics and product categories: (1) scanners (optical character readers, Kurzweil Reading Machine); (2) a buyer's guide to modems; (3) braille printers and translators; (4) a buyer's guide to inkprint printers; (5) selecting a speech synthesizer; (6) paperless braille devices; and (7) related products (e.g., Small Talk, Braille-n-Print, Lock-Lite). The book concludes with a selected listing of computer resources (manuals, books, and tapes). (JW)

Manuel d'Education Speciale a l'Usage des Parents: le droit de votre enfant a une education dans l'Etat de New York (Parent's Guide to Special Education: Your Child's Right to an Education in New York State).

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-85-8282
PUB DATE- Apr 86
NOTE- 130p.
LANGUAGE- French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Translations (170)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; *Parent Participation; *Parent Role; *Parent Teacher Cooperation; Program Development; Program Implementation; Referral; *Special Education; State Programs; Student Evaluation; Student Rights
IDENTIFIERS- *New York

Written in French, this guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs for their child. Part 1 of the guide provides in-depth information related to the special education process in New York public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part 2 of the guide serves as a practical handbook which complements Part 1 and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (OECHC): early childhood directions centers, special education training and resource centers and regional offices. The OECHC's information checklist is also provided. (CB)

ED 274 821 CE 045 191

Pruckno, Kathleen Gutheil; Miller, Larry E.

Selected Ohio Vocational Agricultural Students: Their Attributes, Vocational Objectives and Motivators for Enrollment. Summary of Research 42.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; Family Characteristics; High Schools; *Occupational Aspiration; Rural Schools; *Student Characteristics; *Student Educational Objectives; *Student Motivation; *Vocational Education
IDENTIFIERS- Ohio

A study was conducted to explore why students in Ohio enter three selected taxonomy areas of vocational agriculture and to describe their attributes and vocational objectives. From a sample of 180 11th- and 12-th grade students, the study gathered data about vocational objectives and factors that motivated students to enroll in agricultural mechanics, horticulture, and production agriculture programs. The study found the following: (1) more than 90 percent of the agricultural mechanics students intend to pursue a career in a field related to their studies, while only about 50 percent of horticulture students and production agriculture students intend to pursue a vocational objective related to their field; (2) motivator statements are not a good predictor of the enrollment area of students; (3) the average agricultural mechanics student was a male junior, age 17, who lived on 1-10 acres in a rural area, had blue-collar parents, held a job related to area of enrollment, was a member of the Future Farmers of America (FFA), and ranked in the middle one-third of the class; (4) the average horticulture student was a female senior, 17, lived in the city on less than one acre, had an unrelated job, had blue-collar parents, belonged to FFA, and ranked in the middle one-third of the class; (5) the average production agriculture student was a male senior, age 17, lived on a farm of more than 100 acres, had blue-collar parents, belonged to FFA and ranked in the middle one-third of the class; and (6) demographic characteristics are not good predictors of students' vocational objectives, nor of motivators for students to enroll in vocational agriculture. The study concluded that more care should be taken to encourage students with a real interest in vocational agriculture to enroll in such programs. It also showed that placement rates are unfair indicators of success of vocational agriculture programs because many students enroll in these programs who do not have a vocational objective in agriculture. (KC)

ED 274 878 CE 045 359

Long, James S.; Fransen, Steven C.
Evaluating the Trustworthiness of Self-Assessments.
PUB DATE- 31 Oct 86
NOTE- 11p.; Paper presented at the American Evaluation Association Conference (Kansas City, MO, October 31, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Students; *Educational Assessment; *Evaluation Criteria; Evaluation Methods; Measurement Techniques; Postsecondary Education; Program Effectiveness; *Questionnaires; *Self Evaluation (Groups); *Self Evaluation (Individuals); Test Construction; *Validity

A retrospective self-assessment used with 22 county Extension agents from western Washington who had participated in a three-day inservice education program in agronomy was evaluated. Each participant was asked to draw an S on a Likert-type scale to indicate where each person started at the beginning of the workshop and an N where they perceived themselves to have ended; to list a workshop activity that helped the person move from S to N; and to suggest a learning activity that would help the person move from N to 100 percent achievement of that objective. Seven reasons were found for judging the assessments trustworthy: (1) the average change score was lower than the average assessment of before-workshop competence; (2) the range and pattern of pre-assessment fit the levels of formal education participants had in the content of the workshop; (3) the range of post-assessments reflected the varying job expectations among the participants; (4) change across five workshop objectives correlated with time allocated to each objective; (5) responses to "what helped" were substantive, relevant to the content of the workshop, appropriate to the objectives, and accurate; (6) suggestions for "what next" were also substantive, relevant, and appropriate; and (7) agents' data were congruent with the observations of other knowledgeable observers. The study suggested that quantitatively oriented, retrospective self-assessments may be trustworthy if they are constructed to elicit answers consistent with these seven characteristics. (KC)

ED 274 923 CG 019 427

Moffitt, William A., III; Lichtenberg, James W.

The Effect of Predicate Matching on Understanding and Recall.

PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Comprehension; *Congruence (Psychology); Counselor Client Relationship; Higher Education; Interpersonal Communication; Males; *Recall (Psychology); Self Expression; *Verbal Communication
IDENTIFIERS- *Predicates; *Primary Representational System

Grinder and Bandler (1978) assert that if counselors communicate with their clients using verbal predicates that match the modality of their clients' primary representational system (PRS), it will be easier for the clients to understand the counselor and to feel that they are understood by the counselor. This study investigated this claim of a relationship between predicate matching and understanding. Three scripts were developed and tape-recorded depicting a college-aged male reporting on an early childhood experience. The content of each script was identical except for the sensory predicates used to describe the experience. One script contained visual predicates, one contained kinesthetic predicates, and one contained auditory predicates. Male college students (N=99) served as subjects. Each subject's PRS was determined by two independent raters on the basis of the verbal predicates used by the subject in a structured interview. Subjects then listened to a tape-recorded script under either a matched or a mismatched experimental condition. Following the script, subjects completed three questionnaires which assessed their objective understanding (factual recall) and subjective understanding (feelings of having understood). No significant main effect was found for matching on any of the dependent measures. The results weakly supported a claim of enhanced accuracy of understanding on one measure of objective understanding. (NB)

ED 274 938 CG 019 442

Warner, Lisa Elaine

The Effects of Incest: A Review of the Literature Pertaining to Women and Children.

PUB DATE- May 86
NOTE- 60p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Children; *Emotional Response; *Family Relationship; *Females; *Incest; *Individual Development; Parent Child Relationship; *Research Needs; Sexual Abuse

The number of children and adult women known to have experienced an incestuous relationship is growing. Clinical case studies, systematic empirical case studies, and comparative empirical studies have been conducted to examine the effects of incest. Although few studies have been able to directly connect psychological and relational problems of incest victims with the incest experience itself, some of the hypothesized effects have been supported. Studies have suggested that, compared to other groups, women with a history of incest may experience more sexual and heterosexual difficulties, have more negative feelings and attitudes toward sex, and have less trust in men and male/female relationships. Children who have been in an incestuous relationship often engage in significantly more sexual behavior and demonstrate more interest in sex than do their peers. In adolescence, this behavior may take the form of promiscuity. Hypothesized effects of incest which have not been supported by systematic research include guilt and shame, depression, self-destructive behavior, psychosomatic disorders, anger and aggression in adults, dissociative experiences, multiple personality, and family problems. The effects of sexual abuse may depend largely on the treatment the victim receives after the incest stops. In addition, there are individual and family variables that may mediate the type or intensity of the effects an individual experiences. Studies of various interaction effects need to be conducted in order to identify and understand these variables. A five-page reference list concludes the document. (NB)

ED 274 953 CS 008 561

Brittain, Mary M.
Use of Figurative Language and Readability of Children's Books.
PUB DATE- 24 Oct 85
NOTE- 12p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basal Reading; *Content Analysis; Elementary Education; *Figurative Language; Readability; Readability Formulas; Reading Instruction; *Reading Research; *Textbook Content
IDENTIFIERS- Dale Chall Readability Formula; Fry Readability Formula; *Trade Books

A study examined basal readers and trade books in terms of reading ease as estimated by readability formulas and the incidence of figurative language. Based on an earlier study, the study had three major goals: to (1) assess and compare two reading series ("A" and "B") at each of two grade levels; (2) assess and compare selections from these reading textbooks with trade books recommended for independent reading; and (3) explore the relationship of formula estimates of readability to figurative language usage. The Fry and Dale-Chall readability formulas were applied to realistic fiction samples from the third and sixth grade readers of two basal series and 12 trade books. Three stories were selected from each basal reader and a minimum of three samples was taken from each story. Samples from the trade books and basal readers were analyzed for incidence of simile, metaphor, hyperbole, and personification. Findings disclosed the following: (1) at third grade level the readability of textbook selections from Series B ranged from 2nd to 4th grade level (Fry) and were below 4th grade level (Dale-Chall), while trade books were nearly always above grade level; (2) third grade textbook selections from Series A were more variable--most were above grade level--as were selections from trade books; (3) readability of both sixth grade series was at or below grade level as it was for all tradebooks except one; and (4) figurative language in both textbooks and trade books was unexpectedly low, with little difference between either series or between both series and trade books. It is thus necessary to go beyond formula assessments to discover whether figurative language affects children's comprehension of prose. (JK)

ED 274 967 CS 209 766

Squire, James R., Ed.

Discussions at the Mid-Decade Seminar on the Teaching of Reading and English (Chicago, Illinois, March 29-31, 1985).

National Conference on Research in English.

PUB DATE- 85
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Communication; Computer Assisted Instruction; *Educational Research; Elementary Secondary Education; English Curriculum; *English Instruction; Instructional Materials; Language Arts; Literature Appreciation; Oral Language; Reader Response; *Reading Comprehension; *Reading Instruction; *Reading Writing Relationship; *Writing Instruction; Writing Processes

The discussions of 30 participants in a seminar on the present (mid-1980s) state of research in the English language arts are included in this document. Topics of discussions were as follows: (1) interrelating the processes of reading and writing; (2) texts with different structures and different content: implications for teaching comprehension and composition; (3) oral language: its relation to writing, reading, and response to literature; (4) studies of classroom practice, classroom interaction and instructional materials: what have we learned? what needs to be done? (5) developments in technology: implications for language and literature education; and (6) combining process and product orientations in English and reading. Concluding observations by seminar participants consider the conference in perspective and underline concerns to be remembered. The conclusion offers a new design for research and evaluation. (JK)

Gips, Crystal J.
Influential Criteria in the Initial Selection of Assistant Principal Candidates: A Study of Determining Factors in Resume Analysis.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-western Educational Research Association (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Administrator Selection; *Assistant Principals; *Evaluation Criteria; *Job Applicants; *Resumes (Personal); Secondary Education; Sex Bias

A study of male secondary school principals' reactions to the resumes of fictional candidates for the assistant principalship suggested that experience is the most important criterion considered by principals assessing candidates, and that the sex of the candidate may be relatively unimportant. Three groups of male principals were asked to choose between two fictional candidates. One group of 28 selected respondents was not told the sex of either applicant. A second group of respondents, representing 40 percent of a randomly selected sample of 150 principals, was told that the first applicant was male and the second female. The third group, comparable to the second, was told that the first applicant was female and the other male. Approximately 90 percent of the respondents in each group selected the second candidate. Over 50 percent of the respondents cited experience as a major factor in the selection process. Other factors cited were a candidate's educational background, extracurricular activities, academic record, age, and specific skills. Only two percent cited sex as a contributing factor. This report includes a review of relevant literature, discussions of the methodology and findings, recommendations for further study, and a bibliography. The two resumes used are also reproduced. (PGD)

ED 275 079 EA 018 932

Karagozoglu, Galip
Educational Supervision in a Developing Country: Turkey.

PUB DATE- Jan 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Change; Administrator Responsibility; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Policy Formation; *Supervision; Supervisory Methods; *Teacher Administrator Relationship; *Teacher Response
IDENTIFIERS- *Turkey

Although supervision has become an innovative area in which ideas can easily be introduced to teachers, conservative attitudes in Turkey's ministry of education prevent implementation of changes desired by teachers, supervisors, and educational directors. Because the Turkish education system is centralized, government makes major policy and administrative decisions. Supervisors, who control either elementary or secondary schools, have inherited a high level of authority from the autocratic French system introduced in the 19th century. Two research studies on supervisory activities conducted in 1971-72 and in 1976-77 reveal the following: (1) Teachers do not perceive supervisory activities as helpful because they are supervised once yearly or less; (2) supervisors, on the other hand, believe that they frequently provide professional help; (3) teachers regard supervisors as not being well qualified in subject areas, professional knowledge, and evaluation (supervisors, however, believe that they are well qualified in those fields); (4) teachers emphasize attitudinal aspects of supervisory activities, whereas supervisors emphasize technical and professional activities; (5) supervisors have an unrealistically high assessment of what they are accomplishing; and (6) the majority of educators in Turkey want change in the education system. (CJH)

ED 275 121 EC 190 903

Durlak, Christine M.; Short, Jean M.

The Use of Peer Helpers to Facilitate Social and Play Skills in Students with Autistic Characteristics.

PUB DATE- May 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autism; Day Schools; Elementary Education; Helping Relationship; *Interpersonal Competence; Moderate Mental Retardation; *Normalization (Handicapped); *Peer Relationship; *Peer Teaching; Program Descriptions; *Social Behavior; *Tutoring
IDENTIFIERS- Peer Attitudes toward the Handicapped Scale

The Stratford School (Highland Park, Illinois), a public day school program serving primarily a population of 3-to-21-year-old trainable mentally handicapped students, established a program whereby students with autistic characteristics (who were previously placed in self-contained, homogeneous classes) would be integrated with non-autistic moderately retarded classmates. Parents of the autisticlike children wanted a more socially interactive classroom experience for their children. A Peer Helper program was initiated, involving six fifth-grade students (four girls and two boys) from a nearby elementary school to help teach social and play skills to the Stratford students. Training sessions for the peer helpers encompassed: (1) an overview of autistic characteristics; (2) classroom visits; (3) explanation of peer helper activities; (4) videotape presentation; and (5) observation of resource teachers. Changes observed in Stratford's handicapped students after the Peer Helper program included increased attending behavior; increased on-task behavior; and increased social behaviors. Results indicated that the training of teachers and students resulted not only in improvement of the behavior of Stratford students but also increased the peer helpers' understanding of the disabled population as measured by the Peer Attitudes toward the Handicapped Scale (Bagley et al, 1981). Appendices include sample activities, sample peer attitude questions, a fact sheet on autistic children, the peer helpers worksheet, and references. (CB)

ED 275 135 FL 016 032

Guillen, Leonor; And Others
A Resource Book for Building English Proficiency.
Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Feb 85
NOTE- 129p.; For related documents, see FL 016 031-033.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Bilingual Education Programs; *Classroom Techniques; Cultural Awareness; Educational Objectives; Educational Policy; Educational Strategies; *English (Second Language); Federal Government; Instructional Materials; Language Proficiency; *Limited English Speaking; *Program Development; Program Evaluation; Public Policy; Second Language Instruction; Second Language Learning; Skill Development; State Government; Student Evaluation; Teacher Education; Teacher Selection

This resource book is a collection of articles, annotated references, and resource lists to supplement the accompanying handbook and trainer's guide for educators planning or working with English language programs for limited English proficient (LEP) students. The first part presents resources of interest to administrators adapting programs for a new school population, and contains sections on teacher selection and training, instructional programs for LEP students, policies and federal or state guidelines, and evaluation of programs for LEP students. The second part addresses the interests of the classroom teacher, including culture and the teacher, LEP student assessment, developing goals and objectives for LEP students, research on second language learning, teaching strategies for this population, establishing a resource center, and available instructional materials, with publisher and distributor addresses provided. (MSE)

Harris, David P.
The Organizational Patterns of Adult ESL Student Narratives: Report of a Pilot Study.
PUB DATE- Mar 83
NOTE- 10p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Classroom Techniques; Comparative Analysis; *Discourse Analysis; *English (Second Language); *Films; Individual Differences; Narration; Second Language Instruction; *Story Grammar; Writing Instruction; Writing Research; *Writing Skills

The writing patterns of adult native speakers of English was compared to that of students of English as a second language (ESL). Both groups wrote brief narrative accounts of a story they had seen on film. The writings revealed three basic organizational patterns, one pattern covering the six critical elements that made up the short story and two variants of that pattern. The six narrative points were clearly found in the writing of native speakers, but much less so in ESL students' writing. The primary differences were that some of the ESL students omitted opening scene-setting elements, and some native speakers used the rather advanced strategy of describing both the film character and the opening action in the same sentence. The experiment suggests that there may be more effective ways of analyzing organizational structures than are currently available, and that film-based narratives, which are both familiar and straightforward, are a good way of introducing organizational principles in the ESL classroom. Class prewriting activities could include discussion of the film's event structure and of ways to translate this into effective narrative discourse structure. Classes can analyze finished narratives together through profiles of the organizational patterns. (MSE)

ED 274 778 CE 045 048

Klitpel, Judith A.; And Others
Personal Adult Learning Lab (Pall). Implications for Practice.
PUB DATE- Oct 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Programs; *College Programs; Facility Expansion; *Facility Planning; *Independent Study; *Learning Laboratories; Marketing; Postsecondary Education; Program Content; Program Design

The Personal Adult Learning Lab was establsiehd at the Georgia Center for Continuing Education (GCCE) at the University of Georgia to serve self-directed adult learners and conduct research on self-directed learning. The lab allows adult learners to design, conduct, and evaluate their personal learning experiences while proceeding at their own pace. The lab, which occupies a space that is twice the size of an average three-bedroom house and has a 1,400-volume library, is designed to serve adults who are attending conferences at the GCCE as well as others who may walk in, call in, or eventually plug into lab facilities via computer. Materials dealing with career and life planning, management and communication skills, computer literacy, and personal development have been purchased for the lab. Lab staff have also developed supportive handouts, instruction sheets, and lists of additional resources. The lab's long-range marketing strategy, which addresses three major markets (conferees, university faculty and staff, and local businesses and organizations), includes revision of the lab's existing promotional brochure, efforts to obtain periodic coverage in local newspapers and professional newsletters, interaction with university staff in charge of staff development, and development of a videotape presentation. At present, the lab is developing the following different instructional options: conference and business/industry support, staff development, and a network of referral services. (MN)

ED 274 835 CE 045 215

Secretarial & Office Administration Curriculum Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 160p.; For related documents, see CE 045 214-217. Document is printed on colored paper.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-205-TG: $3.00; with core document, BO-204-TG: $22.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Correspondence; Filing; Office Machines; *Office Management; *Office Occupations Education; *Office Practice; Recordkeeping; Secondary Education; *Secretaries; State Curriculum Guides; Transparencies; Typewriting; Units of Study; Vocational Education; Word Processing

As one of a series of curriculum guides for office education programs in Texas, this guide contains 11 units of instruction on secretarial and office administration. Each of the units contains these components: unit outline, performance chart for rating students, notes to the instructor, unit overview (content of unit with illustrations as needed), test, and transparency masters. Teacher and student activities, as well as educational resources are suggested, and estimated completion time is given for each unit. Units cover the following topics: typing, proofreading, correcting errors, mailable letters, electronic office, filing, records control, mail procedures, electronic calculators, copy machines, and data/word processing equipment. Ten appendixes provide resources, examples of teaching situations, samples of materials, and competencies needed by office education students. (KC)

ED 274 850 CE 045 244

Branyon, Sandra; Piotrowski, Chris
Evaluation of a Freshman Career Development Program.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; *Career Development; Career Education; *Career Planning; *College Freshmen; Course Evaluation; Decision Making; Goal Orientation; Higher Education; Individual Needs; Library Skills; Needs Assessment; *Program Effectiveness; Program Evaluation; Self Concept; Study Skills; Vocational Interests

A study evaluated the effectiveness of a career development program entitled Career and Life Planning, which is a two-semester required course for freshmen at the University of West Florida. The career planning format included study and library skills and self-knowledge. Other course focuses were exploration of personal needs, vocational interests, career goals, and realistic assessment of career choice. Upon completion of the first semester, 200 participants evaluated the course on 12 dimensions of program effectiveness. The freshmen assessed the course as quite helpful in overcoming problem areas such as study skills and student identity. Moreover, participants felt that the course clarified vocational objectives and prepared them for responsible career decision making. Although some sex differences were noted on course evaluation, these differences were found not to be significant. (Author/YLB)

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
Adolescent Services & the TC. Chapter 6.
PUB DATE- 86
NOTE- 27p.; In: Bridging Services: Drug Abuse, Human Services and the Therapeutic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Abuse; Delinquency; *Drug Addiction; *Drug Rehabilitation; International Organizations; *Youth Programs
IDENTIFIERS- *Substance Abuse; *Therapeutic Communities

This document contains seven papers from the ninth World Conference of Therapeutic Communities (TCs) that deal with adolescent clients and TCs. Papers include: (1) Preliminary Consideration on "Adolescence and the TC" (David Deitch); (2) "Daytop's Full Service Adolescent Treatment Program" (Charles Devlin and Lois Morris); (3) "Adolescent Substance Abusers in the TC: Treatment Outcomes" (George De Leon); (4) "The Child Abuse-Delinquency Connection: Implications for Judicial and Treatment Personnel" (David Sandberg); (5) "The TC as a Model for Effective Adolescent Learning" (Becky Bailey-Findley); (6) "New Morning for Colombian Youth" (Josefina Gallardo de Parejo); and (7) "Sports, Drug Abuse and Teenagers" (Delvin Williams). (NB)

ED 275 008 CS 505 343

Drake, H. L.
A Speech Fundamentals Odyssey.
PUB DATE- 30 Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Curriculum Development; *Departments; Educational Change; Higher Education; *Speech Communication; *Speech Curriculum
IDENTIFIERS- *Millersville University PA

Presenting an historical overview of the development of speech courses at Millersville University (Pennsylvania), this paper analyzes the past, present, and future status of speech communication within the context of the general education curriculum. The historical perspective treats the origins and definition of speech as a college course offering; traces its development in the curriculum and its relationship to pedagogy, radio, television, and public speaking; and chronicles the rise and fall of the speech major. The contemporary view of the speech department explores the implications of three considerations: faculty changes, a departmental name change, and the suggested revision of the campus-wide general education curriculum. Looking to the future, the paper explores indications that point to the disappearance of the required speech course and the creation of mass lectures and multiple section laboratories to cover the backlog of students needing to take the course, with a possible reduction in faculty. (JK)

Alternative Testing Techniques for Students with Handicapping Conditions. Revised.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-86-6540
PUB DATE- May 86
NOTE- 20p.; Supersedes ED 220 482.
AVAILABLE FROM- New York State Education Department, Office for Education of Children with Handicapping Conditions, Division of Program Development, Room 1071 Education Building, Albany, NY 12234, ATTN: Alternative Testing Techniques for Students with Handicapping Conditions.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Communication Aids (for Disabled); *Disabilities; Educational Diagnosis; Elementary Secondary Education; Eligibility; Sensory Aids; *Standardized Tests; *Test Format; *Testing Problems; Test Manuals
IDENTIFIERS- *Alternatives to Standardized Testing; New York; *Test Adaptations

The manual provides information on alternative testing techniques for students identified as handicapped. The first section discusses the legal basis for the use of alternative testing techniques, as well as student eligibility. Section 2 provides examples of test modifications in the following areas: (1) manner of presentation (flexible scheduling, flexible setting, revised test format and directions, use of aids); (2) manner of response (use of aids, revised answer forms); (3) process used to derive responses (use of aids). Section 3 describes different types of tests as they relate to the appropriate use of alternative testing techniques and provides information on modifications which are prohibited with specific tests. Roles and responsibilities of those involved in the testing process (Board of Education, Committee on the Handicapped, principal, regular and special class teachers, parents) are described in Section 4. A final section lists resources which provide information on the New York State testing program and other tests. (JW)

ED 275 166 FL 016 070

Berkoff, Nelson A.
Self-Assessment in English as a Foreign Language: Some Preliminary Ideas.
PUB DATE- 84
NOTE- 12p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; College Students; Comparative Analysis; Diagnostic Tests; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; Rating Scales; *Self Evaluation (Individuals); *Student Placement; *Test Construction; Testing Problems; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- Israel

This study compares a self-assessment instrument and achievement test containing the same questions and administered at different levels of proficiency in order to investigate the reliability of second language self-assessment for student placement, diagnostic purposes, and achievement testing. Subjects were English as a Foreign Language students at Hebrew University in Jerusalem and students preparing to be English teachers at Teachers' Seminary. The instruments assessed vocabulary, grammar, listening comprehension, speaking ability, reading comprehension, and writing skills. Results suggest that (1) this form of test is unsatisfactory for foreign language placement of new students; (2) the most reliable self-assessment is found among students who had been studying for some time and actively use their skills; (3) self-assessment has great diagnostic value and can be used effectively as a formative test, during a language course; (4) students exposed to self-assessment become more conscious of their language strategies and thus better at self-assessment; and (5) this test type could be a valuable educational and psychological adjunct to teaching but is not yet proven reliable for second language achievement testing. (MSE)

ED 274 792 CE 045 147

Navaratnam, K. K.
The Role of Extension Agents in Preparing Volunteer Coordinators for Local Communities.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Community Development; *Coordinators; Extension Agents; *Extension Education; Public Agencies; *Trainers; *Volunteers; *Volunteer Training

While volunteers are important for Cooperative Extension Services, Extension agents encounter problems in the training of volunteers, the supervision of volunteers, and the completion of reports on volunteers. The use of middle management level volunteer coordinators can alleviate these problems. Extension agents can train their best volunteers as coordinators and trainers of other volunteers. In addition to their work with the Extension Service, volunteer coordinators can assist other local agencies in the community. The Extension Service is an appropriate agency to develop volunteerism at the local level for several reasons. It is associated with different community groups and activities and has established itself as a resource for educational opportunities and information. Extension agents have proven their leadership skills by planning and implementing programs in the local community and have established expertise by working with millions of volunteers. Not only do volunteer coordinators assist the local Extension agent with community development, but they may also increase the total number of volunteers available to the extension service. (YLB)

ED 274 807 CE 045 174

Doty, Charles R.; And Others
Crisis Issues in Vocational Education and Training.
PUB DATE- 26 Sep 86
NOTE- 22p.; Paper presented at the Meeting of the Northeast Regional State Councils on Vocational Education (Atlantic City, NJ, September 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Articulation (Education); Credits; *Educational Needs; *Educational Policy; Industrial Arts; Needs Assessment; Policy Formation; Postsecondary Education; *Program Improvement; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *New Jersey

These three papers were delivered as part of a conference panel that was intended to alert advisory councils to the precarious situation of vocational education in the United States today. The first paper, "Crisis Issues in Vocational Education and Training" by Charles R. Doty, makes a case for establishing a program to finance full-time study for potential leaders of vocational and technical education at Rutgers, the State University of New Jersey. In his paper entitled "Recommendations for Vocational Education to Be a Partner in New Jersey Educational Reform," Elric A. Cicchetti discusses the benefits to be derived from establishing a commission to study the issues and concerns of vocational education, formulating a policy to allow students to obtain academic credit for training received in vocational courses, developing programs for articulation between secondary and postsecondary vocational education and between industrial arts and traditional academic programs, and expanding inservice training for vocational instructors. The final report, "Vocational Educators Respond to a Perceived Educational Crisis" by Conrad C. Shuman, begins with the argument that there is no crisis in education that is any different from any seen in the last 30 years and ends by reaffirming the need for vocational education to reexamine its links with and relevance to the business/industrial communities and to update its equipment, methods, and staff accordingly. (MN)

ED 274 982 CS 210 078

Gelsinger, Barry D.
Using Literature-Based Prompts To Teach Writing Competencies: Directed Reading and Writing Lessons.
PUB DATE- Apr 86
NOTE- 48p.; Paper presented at the Spring Conference of the Maryland Council of Teachers of English Language Arts (Ocean City, MD, April 25-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; English Curriculum; *English Instruction; *Literature Appreciation; Novels; Poetry; *Reading Writing Relationship; Secondary Education; Short Stories; Vocabulary Development; *Writing Instruction; *Writing Skills

Intended to help teachers integrate writing instruction with the study of literature, this teaching guide offers a philosophy of writing instruction, describes a procedure for teaching reading and writing lessons, and provides a sequence of writing skills. For various literature selections, the guide defines vocabulary, provides topic discussion questions, reading guide questions, and writing assignments. The following literature is covered: (1) "The Road Not Taken" (Robert Frost); (2) "To An Athlete Dying Young" (A. E. Housman); (3) "Kindly Unhitch That Star, Buddy" (Ogden Nash); (4) "The Tuft of Flowers" (Robert Frost); (5) "Jabberwocky" (Lewis Carroll); (6) "Up from Slavery" (Booker T. Washington); (7) "Contents of the Dead Man's Pockets" (Jack Finney); (8) "By the Waters of Babylon" (Stephen Vincent Benet); (9) "The Gift of the Magi" (O. Henry); (10) "The Cask of Amontillado" (Edgar Allen Poe); (11) "Ex-Basketball Player" (John Updike); (12) "The Secret Life of Walter Mitty" (James Thurber); (13) "The Old Man and the Sea" (Ernest Hemingway); (14) "Of Mice and Men" (John Steinbeck); (15) "1984" (George Orwell); (16) "To Kill a Mockingbird" (Harper Lee); (17) "Harlem Renaissance and Beyond" (Lorraine Hansberry); (18) "Our Town" (Thornton Wilder); (19) "Death of a Salesman" (Arthur Miller); (20) "The Red Badge of Courage" (Stephen Crane); (21) "Scarlet Letter" (Nathaniel Hawthorne); (22) "The Adventures of Huckleberry Finn" (Mark Twain); (23) "Macbeth" (William Shakespeare); (24) "Julius Caesar" (William Shakespeare); (25) "Romeo and Juliet" (William Shakespeare); (26) "The Pigman" (Paul Zindel); and (27) "Shane" (Jack Schaefer). (SRT)

ED 275 053 EA 018 903

Identifying At-Risk Students. The Best of ERIC on Educational Management, Number 85.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Delinquency; Delinquency Prevention; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Research; Dropouts; Educational Change; Educational Innovation; Educational Policy; *High Risk Students; High Schools; Identification; Literature Reviews; Potential Dropouts
IDENTIFIERS- High School and Beyond (NCES)

Presented in this annotated bibliography of 12 publications on students at risk are descriptions of (1) a study of 100 Austin, Texas, dropouts that identifies characteristics and conditions of high-risk students; (2) a study recommending a variety of programs to improve the progression of high-risk high school and college students; (3) a manual for recognizing potential dropouts and constructing a prevention program; (4) a pilot study in helping students correct impulsive behavior linked to delinquency; (5) findings from a national study of 30,000 high schol sophomores identifying high-risk characteristics and causal relatonships leading to dropping out; (6) a report from Kentucky that defines 32 variables for identifying high-risk high school students; (7) a manual of a Sacramento, California, high-risk behavior prevention program; (8) an analysis of educational policies arguing that many programs designed to help high-risk students lead to inequity in public education; (9) a report on characteristics of successful retention programs; (10) a report from Oregon of a two-year first-grade program aimed at preventing later grade failures; (11) a report recommending reforms in school policies as a means of preventing dropout; and (12) a research agenda of studies to be conducted by the National Center on Effective Secondary Schools on implementation strategies that are effective with at-risk students. (IW)

ED 275 066 EA 018 916

Jensen, Mary Cihak
Parenting Education at Medford and Churchill High Schools.
Oregon School Study Council, Eugene.
PUB DATE- Jan 86
NOTE- 27p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 shipping and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Experiential Learning; *Family Life Education; Family Problems; Health Education; High Schools; High School Students; Instructional Innovation; *Nursery Schools; *Parenthood Education; *Parenting Skills; Preschool Education
IDENTIFIERS- *Eugene Public Schools OR; *Medford School District OR

Nationally, interest in family life and parenting programs has grown amidst concern for "basic education." Parenting education in today's schools may be justified because of increased family stress and deteriorating family support systems. Most parenting and family life courses are offered within home economics departments, have a narrow focus, and reach a small percentage of the nation's teenagers. Two Oregon programs at Medford Senior High School and Eugene's Churchill High School have evolved within the health education curriculum; both span a wide range of topics and provide a valuable experiential component--on-site nursery schools. This paper focuses first on the Medford program, particularly its family health course. The next chapter describes the early childhood courses at Churchill High School and details differences between the Eugene program and the Medford model. The final chapter offers guidance for other school districts eager to initiate parenting education courses or to refine existing programs. Staff members of both programs agree on four components ensuring success: community involvement, qualified staff, an on-site nursery school, and research into existing programs. Appended are 7 references and a list of 14 persons interviewed. (MLH)

ED 274 822 CE 045 192

Ritsos, Pantelis B.; Miller, Larry E.

Professional Competencies Needed by Extension Employees in Urban
Counties of Ohio. Summary of Research 43.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; College Programs; *Competence; *Employee Attitudes; Higher Education; Program Improvement; *Urban Extension; Vocational Education
IDENTIFIERS- *Cooperative Extension Service; *Ohio

A study was conducted to determine what competencies Extension employees working in urban areas of Ohio perceived as most necessary. Information on the demographic characteristics of urban Extension employees in the state was also gathered. Data were obtained via a two-part questionnaire mailed to the 46 Extension employees working in the urban areas of the state; response was 100 percent. The study found that Extension employees perceived that competency in organizational skills was the highest priority, with competency in communication skills a close second. Competency in research and evaluation received the lowest priority rating. Program planning and development was the highest ranked subcategory, while effective thinking, program execution, and public relations were the lowest ranked subcategories. No very high or substantial correlations were found between the competency categories, subcategories, and the demographic characteristics of the Extension employees. The study recommended that the curriculum in agricultural education at Ohio State University should take into consideration the career plans of future Extension employees who may work in an urban environment and that organization skills and urban planning and development competencies should be taught in classes. The study also recommended that Extension's program developers and policymakers should consider these findings when developing urban programs and policies. (KC)

ED 274 836 CE 045 216

Data Processing Curriculum Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 52p.; For related documents, see CE 045 214-217. Document is printed on colored paper.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. 80-201-TG: $3.00; with core document, 80-200-TG: $22.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; *Data Processing; Information Storage; Input Output Devices; Learning Laboratories; Lesson Plans; Microcomputers; *Office Occupations Education; Office Practice; Programing Languages; Secondary Education; State Curriculum Guides; Transparencies; Units of Study; Vocational Education

As one of a series of curriculum guides for office education programs in Texas, this guide contains five units of instruction in data processing. Each of the units consists of these components: unit outline, performance chart for rating students, notes to the instructor, unit overview (content of unit with illustrations as needed), test, and transparency masters. Teacher and student activities, as well as educational resources, are suggested, and estimated completion time is provided for each unit. Units cover the following topics: data processing concepts and skills, data entry skills, computer operations, programming and languages, and data presentation and storage. In addition, six appendixes contain lists of processing resources, publishers, and professional publications; an occupational curriculum laboratory reference list for data processing; plans for classroom organization; and a data processing training plan. (KC)

ED 274 865 CE 045 314

Career Education. Multicultural Nonsexist Education in Iowa Schools.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Career Education; Definitions; Educational Legislation; Educational Objectives; Educational Philosophy; *Evaluation Criteria; Fused Curriculum; *Multicultural Education; *Program Evaluation; *Program Implementation; Resources; Secondary Education; Self Evaluation (Individuals); *Sex Fairness; State Legislation; State Standards; Statewide Planning
IDENTIFIERS- *Iowa

This pamphlet is intended to aid Iowa career education specialists, counselors, and teachers in implementing the career education component of their school district's multicultural, nonsexist education plans. The first section contains definitions of terms relating to curriculum development in general and career education in particular. Discussed next are the rationale and philosophy of nonsexist, multicultural career education. The third section contains excerpts from the Iowa Code that address the concept of nonsexist, multicultural career education. Outlined next are the four goals of nonsexist, multicultural career education (helping students develop positive and realistic self-concepts regardless of race, sex, cultural background, or disability; understand the contributions to society that have been made by members of both sexes and by individuals belonging to each of the other groups defined in this pamphlet; develop positive interpersonal and intergroup communication techniques and relationships; and understand that all human beings share common needs, feelings, and problems). A self-evaluation checklist is provided for teachers to ensure that their own career education program is being implemented in a manner consistent with the nonsexist and multicultural approach that has been mandated by the Iowa Code. Concluding the guide are annotated lists of 37 resource materials and 13 resource organizations that would be helpful to individuals teaching a nonsexist, multicultural career education curriculum. (MN)

ED 274 879 CE 045 360

Hites, Jeanne M.; Casterline, Sherri
Adapting Training for Other Cultures.
PUB DATE- 2 Apr 86
NOTE- 14p.; Presented at the Annual Conference of the National Society for Performance and Instruction (San Francisco, CA, April 2, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Techniques; *Cross Cultural Training; *Cultural Awareness; Cultural Background; Cultural Context; Cultural Differences; English (Second Language); *Foreign Workers; Industrial Training; *Intercultural Communication; *Job Training; Multicultural Education; Postsecondary Education; Teaching Methods

Designing instruction for trainees from abroad is very different from creating similar programs for trainees from the United States. Prescriptions based on these differences should be used with a chosen instructional design model when adapting training designs for other cultures. Instructional design principles apply to instruction for learners from other cultures if the teacher challenges his/her assumptions about the learners. First, a needs analysis should be conducted before training is exported. This includes asking if technology is appropriate to the situation and asking if the objectives are the same. Next, in addition to standard audience analysis, the teacher must give added scrutiny to motivational factors, the level of English comprehension, entry skills and knowledge, and learning style preferences. Based on these analyses, the teacher should examine any existing training materials to determine if delivery methods and instructional strategies are appropriate. Needed revisions must be made. If the instructor is not from the same culture as the students, his or her training should include culture-specific and culture-general training in addition to content training. The course should then be evaluated during a pilot session and revised on the bases of the evaluation. (KC)

ED 274 892 CG 019 396

Richards, Ruth L.; And Others
Creativity in Manic-Depressives, Cyclothymes, Their Normal Relatives, and Control Subjects.

PUB DATE- Aug 85
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Affective Behavior; *Creativity; Creativity Tests; *Family Influence; Foreign Countries; High Risk Persons; *Mental Disorders
IDENTIFIERS- Denmark; *Manic Depression

Although previous studies support familial and individual relationships between creativity and affective illness, most have examined eminent creative individuals. This is the first study of creativity in subjects defined only by psychodiagnostic criteria. Creative accomplishment over the adult lifetime was assessed broadly using a new instrument, The Lifetime Creativity Scales, developed and validated for this research. Subjects were persons involved in a Danish adoption study. There were 44 index subjects (17 manic-depressives, 16 cyclothymes, 11 normal first-degree relatives) and 33 controls without a personal or family history of major affective disorder or cyclothymia (15 normal, 18 carrying another diagnosis). Orthogonal contrasts showed that normal and ill controls did not differ significantly from each other on creativity, but that creativity was higher in all index than control subjects and higher in normal relatives than in manic-depressives. Vocational and avocational creativity were also considered separately. Findings suggest that enhanced creativity may represent a compensatory advantage among individuals at risk for manic-depressive illness. (Author/NB)

ED 274 924 CG 019 428

Ellis, Michael V.; And Others

The Dimensionality of Supervisor Roles: Counselor Trainees' Perceptions of Supervision.

PUB DATE- Aug 86

NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 429.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; *Cognitive Mapping; *Counselors; *Counselor Training; Graduate Students; Higher Education; Models; *Supervision

A study was conducted which continued the investigation of the underlying structure of supervision by empirically testing Bernard's (1979) model of supervision using a confirmatory multidimensional scaling paradigm. To accomplish this, counselor trainees' perceptions of the underlying structure (dimensionality or cognitive map) of supervision were compared to the three-dimensional cognitive map Ellis and Dell (in press) found for supervisors. Subjects (n=15) were doctoral students in a counseling psychology program. Nine stimuli resulting from combining three supervisor roles with the three supervisor functions were derived from Bernard's model of supervision. Subjects made paired comparison ratings for perceived dissimilarity of the nine supervisor-role stimuli on a nine-point scale ranging from very similar to very dissimilar. Stimuli were rated on bipolar attribute scales. A remarkably good fit was found between the trainees' perceptions and the cognitive map used by supervisors. The first dimension used by trainees could be construed as a process-personalization-conceptualization continuum identical to Ellis and Dell's model and consistent with Bernard's second dimension of supervisor function. The second dimension apeared to be bipolar, resembling somewhat the single dimension postulated by Lettrell et al. (1979). The third dimension appeared bipolar also, contrasting emotional, supportive supervision of competent trainees with cognitive-behavioral, evaluative supervision of neophyte trainees. References, tables, and figures are provided. (ABL)

ED 274 954 CS 008 562

McClain, Anita
Improving Lectures: Challenge Both Sides of the Brain.
PUB DATE- Jun 86
NOTE- 14p.; Paper presented at the National Conference of the Association of Optometric Contact Lens Educators (Forest Grove, OR, June 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; *Brain Hemisphere Functions; *Cognitive Mapping; Higher Education; *Lecture Method; *Notetaking; Outlining (Discourse); *Study Skills; *Teaching Methods
IDENTIFIERS- Semantic Mapping

Professors need to stimulate both sides of students' brain to allow for efficient increase of information absorption. As an alternative to linear outlines, mind maps can provide for more effective comprehension as related ideas are conceptualized from the center out to supporting details, as well as from top to bottom or left to right. The mind map, an organizational skill that helps students to better understand a concept or an objective, can be used to introduce a total course, give a skeletal or course overview, or structure an entire lecture. Mind maps have four major advantages: (1) they aid professors or lecturers, (2) their open-ended quality allows students to brainstorm, (3) they help clarify student notes and liberate students to think , and (4) they increase comprehension. Mind maps also set up a clear hierarchical and graphic structure that allows for easy recall of related ideas. The construction of maps is very open-ended, depending on determination of main objectives, lay-out of information, and personal creativity to aid review and recall. "Mind maps," "webs," "semantic maps," etc., are new terms, and although they are not a panacea, they present an innovative and creative approach for organizing information and challenging the right side of the brain. (Figures illustrating the text are appended.) (JK)

ED 274 968 CS 209 804

Reaves, Shiela
Digital Retouching: Is There a Place for It in Newspaper Photography?
PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Credibility; *Ethics; *Journalism; Mass Media Effects; *Media Research; Newspapers; News Reporting; *Photography; *Photojournalism; Public Opinion; Reader Response
IDENTIFIERS- *Digital Retouching (Photography)

Photography editors from three major newspapers and three former presidents of the National Press Photographers Association were surveyed to establish a framework for discussion of ethical questions concerning digital retouching of photographs and its impact on the credibility of photojournalism. Although photographs have been repaired, spliced or altered by conventional means, digital retouching makes such alterations undetectable, thus creating the credibility dilemma. While the newspapers surveyed generally do not alter news photographs, some approve of changing feature illustrations. Everyone interviewed agreed it is unethical to alter news photos. The question was where enhancement ends and distortion begins. One newspaper surveyed does have an ethics committee that has begun to formulate some policy concerning the use of digital retouching. Another editor expressed concern about the legal ramifications of altered photographs where legal contracts are involved, such as freelance photographs, copyright laws, agency stock photos and model releases--concerns that will likely increase as the cost of digital retouching comes down. The future preponderance of digital photo editing could make readers cynical of photographic images, particularly from newspapers that handle feature photography differently from news photography, regardless of the ethics underlying that policy. (HTH)

ED 274 995 CS 210 116

Fleming, Margaret, Ed.
Technology and the Teaching of English.
Arizona English Teachers Association, Tempe.
PUB DATE- 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; *Audiovisual Instruction; *Computer Assisted Instruction; Elementary Secondary Education; *English Instruction; Futures (of Society); Higher Education; Microcomputers; *Teaching Methods; Technical Writing; *Technological Advancement; Visual Literacy; *Writing Instruction

Noting that many elements of the English classroom--printed books, paper, pens, and typewriters--now considered indispensable were once innovations in technology, the articles in this focused journal issue explore the impact of electronic technologies on the English classroom and how to adapt those technologies to instruction. The essays deal with writing in an age of technology, computers in education, and technology and society. The titles of the essays and their authors are as follows: (1) "Teaching Technical Writing to Influence Potential Technocrats" (Bruce W. Speck); (2) "A Case for Teaching Technical Writing in the High School" (Dennis M. Walsh); (3) "Visual Literacy Comes of Age" (Hilary Taylor Holbrook); (4) "Using Television in Teaching the Language Arts" (Samuel A. Perez); (5) "Encountering 'The Day After'" (Ulrich H. Hardt); (6) "Audio-Visual and the Basic Writer" (Sallyanne H. Fitzgerald); (7) "Buddy Writing, Paragraph Skeletons, and Overhead Transparencies: Strategies for Teaching Paragraph Writing" (Gene Fazio, Judy Pearce, and Gwen Rowley); (8) "The Overhead Projector: That Model-T with a Laser-Option"; (9) "The Camera Eye and Two Freshman Writers" (David Sosnowski and Russell E. Stratton); (10) "Advent of the Post-Gutenberg University" (Joseph Raben); (11) "The Computer and the College Composition Class: Projections" (Ruth Gardner); (12) "Personal Computer Ads: The Power of the Pitch" (Jane Connelly); (13) "Strategies to Battle the Problem of Academic Inertia" (Pepper Worthington); and (14) "Knowledge and Imagination" (Hugh Burns). (HTH)

ED 275 009 CS 505 349

Arenz, Donald
A Process Option for Speech Pedagogy.
PUB DATE- 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Central

States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Communication Research; Learning Processes; Speech Communication; *Speech Curriculum; Speech Instruction; *Student Centered Curriculum; Student Needs; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Process Option Pedagogy; *Speaking Writing Relationship

The "process option" approach for speech students should be expanded through the development of a learning context in which (1) topic development replaces last minute subject selection through the spoken equivalent of freewriting, (2) the revision process of writing occurs in preparation for delivered speeches, (3) student/teacher interaction maintains a sense of authorship for the student, (4) peer response carries the same importance as teacher response, and (5) the content, form, and nature of the spoken communication is determined by student need, rather than by prescription and formula. Writing pedagogy is shifting dramatically from student-centered instruction toward process-centered instruction, thus effecting a similar change in speech pedagogy, which is usually teacher oriented. Research in process-oriented writing instruction should include essays and responsive commentary on the subtleties of the learning process, rather than relying entirely on statistical data. In addition, the similarities between writing and speaking should be recognized. Some research has been done to establish the theoretical framework for a process centered approach to speech instruction and to explore some specific applications to the discipline of speech pedagogy. (Statistics on communication education and on college composition and communication are included.) (JD)

ED 275 023 CS 505 419

Broom, Glen M.
Public Relations Roles and Systems Theory: Functional and Historicist Causal Models.
PUB DATE- 24 May 86
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; Decision Making; Historiography; Input Output Analysis; Management Development; Management Information Systems; *Management Systems; Models; Organizational Climate; *Organizational Communication; *Organizational Effectiveness; *Organizational Theories; Participative Decision Making; Planning; Professional Development; *Public Relations; Systems Analysis; Systems Approach

The effectiveness of an organizations's adaptive behavior depends on the extent to which public relations concerns are considered in goal setting and program planning. The following five open systems propositions, based on a "functional" paradigm, address the complex relationship between public relations and organizational intelligence and do not call for studying the attributes of individual practitioners. First, public relations structure and process are functions of the host organization's sensitivity to its internal and external environment. This perspective can be analyzed using both functional and historicist models. Second, the effectiveness of public relations structure and process is a function of the adequacy of information input about the environment that gets factored into organizational decision making. Third, the status of public relations in the organizational hierarchy is a function of the amount of variance in the organization's environment. Fourth, the level of public relations participation in organizational decision making is a function of the extent to which public relations engages in environmental intelligence activities. Fifth, an organization's ability to adapt to and influence its environment is a function of the nature and extent of public relations participation in management goal setting and program decision making. (Flow charts and tables are included.) (JD)

EA

ED 275 039 EA 018 887

What Is the Penny Buying for South Carolina? Assessment of the South Carolina Education Improvement Act of 1984.

South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.

PUB DATE- 1 Dec 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Involvement; Educational Attitudes; *Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; Incentives; Public Support; School Personnel; School Statistics; Special Education; *State Legislation; State Programs
IDENTIFIERS- South Carolina Education Improvement Act 1984

South Carolina's Education Improvement Act (EIA) of 1984 was a comprehensive piece of reform legislation providing for 60 new educational policies and programs. These new activities were funded by a one-cent increase in the state sales tax. The Act requires annual reports that present information concerning the benefits of EIA, provide additional means for assessing student performance as a prelude to reallocating resources, and clarify the technical assistance needed by school districts. This document, the first of the required annual reports, presents an analysis of information in six areas: student achievement, services to special students, services to school personnel, school conditions, community involvement, and public confidence. In order to provide intermediate information on progress as well as in-depth data on programs, both short- and long-term indicators of change are examined. The report's data are frequently presented in tabular or graphic form. The report also contains recommendations concerning the state's incentive programs for teachers, principals, schools, and districts. Appendixes discuss the design of the evaluation of the Remedial and Compensatory Program; list the programs offered in the Administrators' Leadership Academy; and describe public opinion surveys conducted in 1983 and 1985. (PGD)

ED 275 080 EA 018 933

Galbo, Joseph J.; And Others
The Criteria Utilized in the Selection of Beginning Teachers: An Extension and Partial Replication.
PUB DATE- Feb 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (65th, Las Vegas, NV, February 18-21, 1985).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Beginning Teachers; Decision Making; Educational Theories; Elementary Secondary Education; *Private Schools; *Public Schools; School Districts; School District Size; Superintendents; *Teacher Administrator Relationship; *Teacher Characteristics; *Teacher Recruitment; *Teacher Selection; Teaching Skills
IDENTIFIERS- California

This study sought to determine the relative importance of specified criteria used in the selection of beginning teachers and also to identify the characteristics of candidates that influence hiring officials. A similar study conducted in Oregon (N. D. Webb 1980) was partially replicated and extended by including private districts and by incorporating district type. Differences in the perceptions of hiring officials in small, medium, and large elementary, secondary, and unified shcool districts were noted. Private schools fell into the small category. Districts studied were located in five California counties. Forty-one criteria were included in a questionnaire sent to superintendents of districts with a student population exceeding 100. Of 117 districts that were surveyed, 75 percent responded. Criteria included four academic criteria, 23 personal characteristics, and 14 teaching competencies. Interviews with a volunteer stratified sample were used to corroborate the reliability of the study by showing consistency with questionnaire data. Conclusions included: (1) Public and private districts display few differences in what they look for in beginning teachers with the one exception that public districts view an applicant's religious or philosophical perspective as being of little importance, whereas private schools view this criterion as important; and (2) public and private districts are interested in beginning teachers' competencies involving student and teacher interactions. References and five tables of data are included. (CJH)

A Parent's Guide to Special Education: Your Child's Right to an Education in New York State. Chinese Edition.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
REPORT NO.- NYSED-86-6508
PUB DATE- 86
NOTE- 119p.
AVAILABLE FROM- New York State Education Department, Division of Program Development, Room 1071, Education Building, Albany, NY 12234, ATTN: Parent's Guide.
LANGUAGE- Chinese
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Translations (170)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; *Parent Participation; *Parent Role; *Parent Teacher Cooperation; Program Development; Program Implementation; Referral;

*Special Education; State Programs; Student Evaluation; Student Rights
IDENTIFIERS- *New York

Written in Chinese, this guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs for their child. Part 1 of the guide provides in-depth information related to the special education process in New York public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Timelines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part 2 of the guide serves as a practical handbook which complements Part 1 and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (OECHC): early childhood directions centers, special education training and resource centers and regional offices. The OECHC's information checklist is also provided. (CB)

Dodge, Diane T.; And Others
A Trainer's Guide to Building English Proficiency.
Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 96p.; For related documents, see FL 016 031-032.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; *Bilingual Education Programs; *Change Strategies; Classroom Techniques; Educational Strategies; English (Second Language); Instructional Materials; Language Proficiency; *Limited English Speaking; Problem Solving; *Program Development; *Program Implementation; Staff Development; *Teacher Education

The trainer's guide, designed to be used in conjunction with a classroom teacher's handbook and resource guide for educators involved in planning and implementing bilingual education programs for new populations of limited English proficient (LEP) students, contains two parts. The first part addresses school administrators and examines the decisions and tasks required at each stage of the process of change, including awareness, problem-solving, system-building, program implementation, and institutionalization. The second part addresses those who support teachers and outlines strategies to assist teachers in adapting instruction and materials for LEP students, including approaches to teacher training (resource centers, workshops, in-classroom assistance, staff meetings, seminars and courses, and newsletters), learning about cultural issues and first and second language acquisition as they relate to the LEP student, assessing the LEP student, defining goals and objectives for the LEP student, selecting teaching strategies and classroom management techniques, selecting/adapting/developing instructional materials, and evaluation of the training. An index concludes the document. (MSE)

ED 275 151 FL 016 049

McKay, Sandra
Some Limitations in Teaching Composition.
PUB DATE- Mar 83

NOTE- 9p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; *English (Second Language); Higher Education; Language Teachers; Second Language Instruction; Self Evaluation (Individuals); *Teacher Role; Writing (Composition); *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Audience Response

Analysis of the variety and complexity of processes involved in composition suggests that while there is much a teacher can do to help students become proficient writers, it is also important to recognize that teachers have certain limitations. These include the degree to which they can provide students with knowledge about the writing topic; their information about the expectations of the audiences for whom the students will write; their ability to involve students in the writing process sufficiently to enable them to consciously select methods to suit their writing intentions; and the degree to which they can encourage students to value self-evaluation. However, these limitations should not discourage the teaching of composition; rather they should help clarify what teachers can do in composition class, such as encouraging students to observe their environment carefully, illustrating techniques to create a particular effect, helping students to examine and enjoy the work of other writers, and urging them to be the final judges of the success of their work. (MSE)

Hudzik, John K.; Curry, Theodore H., II
The MCMI General Findings.
Michigan Judicial Inst., Lansing.
PUB DATE- May 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrators; Adult Education; *Courts; *Educational Needs; *Job Analysis; Job Skills; *Management Development; Needs Assessment; Occupational Information
IDENTIFIERS- *Court Managers; Michigan

This report summarizes both the findings obtained from an analysis of managerial jobs in courts and the options that exist for future management training of Michigan court personnel. The first section describes the need for and importance of information about managerial jobs in courts. The next section describes the development of the Michigan Court Management Inventory (MCMI), a research-based, job analysis questionnaire that was subsequently completed by over 60 percent of those who hold administrative positions within Michigan trial courts. The third section presents overall findings from an analysis of the MCMI data. Eight tables provide data on sample characteristics, overall MCMI index results, importance of management functions, top one-third of task items meeting the criterion of importance, comparison of all respondents to the top management subset, comparisons by court type, reliability test results, and items grouped by management function and effectiveness characteristic. The final section offers general conclusions and an overview of the principal implications of these findings for future Michigan Judicial Institute management training programs. Recommendations are made regarding training topics for groups of managers and major training needs. (YLB)

ED 274 908 CG 019 412

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
Drug Abuse & the Criminal Justice System. Chapter 7.
PUB DATE- 86
NOTE- 19p.; In: Bridging Services: Drug Abuse, Human Services and the Therapeutic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; *Correctional Institutions; *Counseling Techniques; *Criminal Law; *Drug Abuse; Drug Addiction; *Drug Rehabilitation; International Organizations; *Prisoners
IDENTIFIERS- *Therapeutic Communities

This document contains seven papers from the ninth World Conference of Therapeutic Communities (TCs) that deal with drug abuse and the criminal justice system. Papers include: (1) "Some Characteristics of the Social Structure & Social Organization of the TCs" (Lewis Yablonsky); (2) "Therapeutics & Incarceration: They Said It Couldn't Be Done" (Ron Williams) and Sonjia E. Paige); (3) "TC's Role in the Privatization of Corrections" (Harry Wexler); (4) "Private Therapy & Public Control in Germany" (Burkhard Dammann); (5) "Two Alternatives for Drug Addicts in Italy : Prison or TC" (Guido Neppi Modona); (6) "Drug Abuse in Colombia" (Irma Mora-Grandas); and (7) "The Counselor's Guide to Confidentiality: A Review" (Rene Fiechter). (NB)

ED 274 939 CG 019 443

Reinicke, Melinda June
Cultural Adjustment of International Students in the U.S.: A Reevaluation Using Reformulated Learned Helplessness.
PUB DATE- May 86
NOTE- 58p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attribution Theory; College Environment; *Culture Conflict; *Foreign Students; *Helplessness; Higher Education; Individual Differences; *Language Proficiency; Locus of Control; Self Concept; *Stress Variables; Student Adjustment

In addition to academic pressures shared with American students, students from other countries studying in the United States have the stress of living in an unfamiliar culture. Common symptoms of culture shock (irritability, loneliness, depression, rigidity) have been identified. Parallel symptoms have been described in the learned helplessness literature. The application of reformulated learned helplessness to cultural adjustment can contribute to the understanding of culture shock. An individual's use of stable/unstable, global/specific, and internal/external attributions can affect his adjustment to a new culture. Several factors associated with cultural adjustment can be examined in light of reformulated learned helplessness. The main characteristic consistently listed as a factor in cultural adjustment is language proficiency. Prior travel experience also appears to mitigate against culture shock in a foreign culture. Another consistent factor related to adjustment in many studies is social interaction. Other studies have found that national origin and perceived discrimination are factors: students in the United States coming from Third World countries have more adjustment problems than do European or Western students. Depression across cultures and locus of control are also possible factors influencing culture shock. While the personal quality of self-concept has been found to have a clear relation to the attributional category of internal/external helplessness, the qualities of flexibility and empathy require further research to determine their relation to causal attributions and cultural adjustment. A review of the research in the areas of learned helplessness and culture shock indicates reformulated learned helplessness might have some applicability cross-culturally. A five-page reference list concludes the document. (NB)

Rinck, Christine; And Others
A Review of Statewide Practices on the Use of Psychotropic Medication.
PUB DATE- May 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; *Court Litigation; *Developmental Disabilities; *Drug Therapy; Due Process; Institutionalized Persons; *Medical Care Evaluation; *Mental Retardation; Motor Reactions; National Surveys; State Agencies; *State Standards
IDENTIFIERS- Missouri; *Psychotropic Medication

Recent litigation indicates that physicians and institutions can be held financially liable for injuries resulting from the use of psychotropic drugs. Several cases have established guidelines regarding the use of pyschotropic drugs, involving: review of drug regimens; upkeep and review of written records; and prescription and administration of psychotropic medication. Litigation has also established the need for informed consent prior to the use of psychotropic drugs. The effects of these drugs on rehabilitation progress of disabled individuals is another legal issue. To help Missouri health agencies in designing a comprehensive medication assessment that considers legal and health implications of psychotropic medication, a national survey was sent to state departments or agencies whose jurisdiction included mentally retarded persons. Responses from 46 states and the District of Columbia indicated that 60 percent of the states required periodic review of psychotropic medication regimens for institutionalized clients. Most states (83 percent) did not allow drugs to be prescribed for an indefinite time period. When a pyschotropic drug was ordered, 87 percent of the states required that the behavior for which the medication was prescribed be explicitly documented. About 90 percent of the states reported that provisions for evaluating the effects of these medications are included in the client's treatment or rehabilitation plan. (CB)

ED 275 167 FL 016 071

Boeijen, Marijke

Testing Listening Comprehension: Notions and Functions as "Discrete Points" in a Communicative Context.

PUB DATE- 84

NOTE- 16p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communicative Competence (Languages); *Criterion Referenced Tests; Difficulty Level; Foreign Countries; French; *Language Proficiency; *Language Tests; *Listening Comprehension; Notional Functional Syllabi; *Test Construction; Test Use

IDENTIFIERS- Netherlands; *Threshold Level

This study examines two kinds of French language tests originating from the Threshold-Level (T-Level) or Niveau-Seuil theory of language learning in the context of several linguistic and testing concepts: discrete-point testing with regard to notions and functions from T-Level theory, communicative context, and assessment of listening comprehension. The first test type is objective-based or criterion-referenced, having a formative purpose and intended for the first years of the language learning period. The learning objectives on which these tests are based are determined from general notions as described in T-Level theory, with the discrete-point approach being predominant, while the communicative aspect is limited. The second test type is proficiency-oriented with a summative function to be used at the end of the first language learning period of about 4 years. These tests cover parts of both the specific notions and language functions of the T-Level. The communicative aspect is more evident here, and although the tests themselves deal with discrete points of linguistic competence, they are embedded in more holistic comprehension procedures. Some scores resulting from the tests' use are included. (MSE)

ED 274 779 CE 045 050

Murk, Peter J.; Wells, John H.

SAM Works! A Systems Approach Model for Adult Education Programming.

PUB DATE- 25 Oct 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Programs; Budgeting; *Continuing Education; *Instructional Development; Models; Needs Assessment; Postsecondary Education; Program Administration; *Program Development; Program Evaluation; Program Implementation; *Systems Approach

The Systems Approach Model (SAM) is a dynamic approach to planning adult and continuing education that is intended to provide the flexibility, creativity, and meaningfulness necessary to meet the needs and interests of an ever-expanding and ever-aging student population. The SAM model consists of the following dynamically interrelated and interdependent components: needs assessment, instructional planning and development, administration and budget development, program implementation, and formative summative evaluation procedures. Because SAM allows for entry at any phase and because evaluation occurs throughout the entire planning process, the model provides a viable alternative to program planning using existing linear models. Furthermore, SAM allows planners to attend to the planning process from the position of what is rather than what might be. Since SAM is a comprehensive system, it may be viewed as a holistic approach to the entire program planning and teaching or learning process as well as a complete planning process in itself. Industrial and corporate business environments, continuing education for professional groups, and corporate conferences are only a few of the diverse programs that can be planned with the help of the SAM model. (MN)

ED 274 793 CE 045 149

Minus, Carolyn D.
Some Quality Issues Regarding Education with the Older Adult: A Review of Literature during 1983-85.
PUB DATE- May 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; *Adult Education; Age; Comparative Analysis; *Educational Quality; Equal Education; *Grouping (Instructional Purposes); Intergenerational Programs; Literature Reviews; *Older Adults; Postsecondary Education; *Teacher Attitudes; Teacher Education; Vocabulary
IDENTIFIERS- *Age Segregation

Forty documents addressing quality issues in the education of older adults were reviewed. The articles, papers, and books, all of which were published in Great Britain or the United States between 1983 and 1985, were examined to obtain answers to the following questions: (1) What kind of terminology is used to describe the specific learner population and does the terminology used make a difference? (2) What is known about educator training and attitudes that affects the education of older adults? (3) Is there any consensus regarding education provided on an age-integrated, age-segregated, or intergenerational basis? and (4) How (and to what extent) does the literature reflect on the questions of access and equity in the education of older adults? Although the literature indicated a considerable variety in the terminology used, there was little reflection of the problems inherent in language usage. Evidence was found indicating that sterotypical attitudes and myths about the aging process and its effect on the learning process and on making a contribution in society do exist among providers of adult education and that these need to be counteracted. It appeared that equal claims can be made for the benefits of age-integrated, age-segregated, and intergenerational educational settings. The literature contained very little, however, about the issues of access and equity in education for older adults. Forty references are appended. (Author/MN)

ED 275 067 EA 018 917

Roper, Susan Stavert; Hoffman, David E.
Collegial Support for Professional Improvement: The Stanford Collegial Evaluation Program.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 36p.; Prepared by the ERIC Clearinghouse on Educational Management, Eugene, Oregon.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 shipping and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Formative Evaluation; *Participant Observation; Participation; *Peer Evaluation; Peer Relationship; Performance; Principals; *Professional Development; *Staff Development; Teacher Attitudes; *Teacher Evaluation; Teaching Conditions
IDENTIFIERS- *Collegial Teams; Isolation (Professional); Stanford Collegial Evaluation Program

To overcome teacher isolation and help make teaching a more attractive profession, educators might consider a peer support system based on the Stanford Collegial Evaluation Program. This paper describes the program's background, functioning, barriers to successful implementation, and how to neutralize them. The Stanford program uses a peer evaluation process and emphasizes formative, not summative, evaluations. Linked in reciprocal relationships, teachers collect information on their performance from collegial observations, student questionnaires, and self-assessment. They analyze strengths and weaknesses and prepare a plan for improvement. The program's effectiveness lies in use of first-hand observations and stress on factors that teachers consider important. The program has seven interdependent steps leading to an improvement plan. Major barriers to collegial evaluation such as teacher attitudes, lack of criteria validity and reliability, problems with administrator involvement, lack of teacher candor, and insufficient released time for observation may be overcome in a supportive school context by the right mixture of determination, good will, and humor. The key is wholehearted commitment to professional development. Included are 18 references and information on obtaining the implementation manual. (MLH)

ED 275 093 EC 190 617

Drash, Philip W.; And Others
Three Procedures for Increasing Vocal Response to Prompt and Initial Imitation in Down Syndrome Children: A Comparison.
PUB DATE- May 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Contingency Management; *Delayed Speech; *Downs Syndrome; *Imitation; Infants; *Language Acquisition; Negative Reinforcement; *Operant Conditioning; *Positive Reinforcement; Prompting; Social Reinforcement; Verbal Stimuli; Young Children

The study sought to identify effective procedures for facilitating initial imitative vocal behavior in mentally retarded children, thus accelerating the initial stages of language acquisition. Three groups of Down syndrome children ages 6 months to 4 years (N=15) served as subjects in an examination of the relative effectiveness of three procedures for increasing vocal response to experimenter prompt: (1) positive reinforcement only; (2) light-out (room lights dimmed) combined with positive reinforcement; (3) visual screening (silk handkerchief placed across the face) combined with positive reinforcement. No more than three prompts were delivered under the screen for light-out and visual screening conditions, and a response to prompt removed the screen. Results showed that light-out and visual screening were equally effective in increasing the frequency of vocalizations to the therapist's prompt, and that both were significantly more effective than positive reinforcement alone. A clear advantage of light-out and visual screening was a rapid increase in the percentage response to prompt observed between baseline and the first 40 minutes of training. Combining positive social reinforcement for responses with light-out or visual screening for nonresponses increased the probability of

vocalization. (JW)

ED 274 808 CE 045 176

Rosen, Howard, Ed.
Comparative Labor Market Policies of Japan, West Germany, United Kingdom, France, Australia. Conference Proceedings of the National Council on Employment Policy (Washington, DC, April 25, 1985).
National Council on Employment Policy, Washington, DC.
PUB DATE- Jan 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Developed Nations; *Employment Programs; Foreign Countries; Job Development; Job Training; *Labor Market; *Public Policy; *Underemployment; *Unemployment; Youth Programs
IDENTIFIERS- Australia; France; Japan; United Kinodom; West Germany

These five papers underscore the fact that the labor market policies of Japan, West Germany, the United Kingdom, France, and Australia are similar in many ways. The papers are "Japanese Labor Market Policies" (Koji Taira), "The Labor Market Policies of West Germany" (Deborah R. Cichon), "The Management of the U.K. Labour Market: 1973-1983" (Rodney Stares), "French Labor Market Policies" (Howard Rosen), and "Labor Market Policy Measures in Australia: Recent Changes" (P. J. McMahon). They focus on what the five countries are doing to counteract unemployment and underemployment. Topics include youth programs, employment creation, older workers, and training and retraining. (YLB)

ED 274 866 CE 045 315

Making the Commitment to Return to School and Managing Learning. Final Research Report on the Educational Development of Adults.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 292p.; A product of the Lifelong Learning Program.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adjustment (to Environment); *Adult Students; Educational Needs; *Individual Needs; *Lifelong Learning; *Motivation Techniques; Postsecondary Education; *Reentry Students; School Orientation; Student Attitudes; *Student Motivation; Student Needs; Student Recruitment

Studies of the educational development of adults were conducted to (1) identify adults' perceptions of the personal and institutional factors that help and/or impede them in successfully completing the admissions process for entry into postsecondary education and (2) develop and validate interventions that will enhance adults' decision and commitment to return to school. The facilitating factors identified were employment-related motivators, financial asistance and improvement, institutional information and services, institutional characteristics, personal motivators, and encouragement from others. Factors found to impede reentry into postsecondary education included financial difficulties, lack of information and services, confusion and unfamiliarity with institutional proceses, apprehensions about self, the necessity of handling multiple responsibilities, and time management concerns. The following were deemed the most important in enhancing students' desire and commitment to return to postsecondary education: an orientation program and orientation course components, a staff development program, a community resources component/educational planning resource center, reading level analysis of instructional materials, and a progress monitoring system. (Appendixes to this report contain a Lifelong Learning Program resource directory and abstracts of the following three project technical reports: "Institutional Selections and Descriptions," "Vocational Development Task #1--Making the Commitment to Vocational Training," and "Educational Development Task #2--Adults Managing Learning.") (MN)

Dockett, Kathleen H.
Pathways for Homeless Mentally Ill People in Washington, D.C.
SPONS. AGENCY- District of Columbia Dept. of Human Resources, Washington, D.C.
PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986) under the title, "Homeless Mentally Ill People: An Analysis of the Referral Network."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Information Services; *Delivery Systems; *Homeless People; Hospitals; *Human Services; Individual Needs; *Mental Disorders; Mental Health Clinics; *Referral
IDENTIFIERS- District of Columbia; Shelters

The need for a more responsive service system for people who are both mentally ill and homeless is a salient concern in America today. Preliminary research was conducted to examine how homeless mentally ill persons are processed by the currently organized network of human services in the nation's capital. Data were gathered in the summer of 1985 through semi-structured interviews of a purposive, stratified sample of 85 District of Columbia service providers, representing a wide range of human services, including psychiatric, medical welfare, rehabilitation, religion, law enforcement, and homeless shelters. Descriptive analyses of the data showed that referral pathways varied as a function of point of entry into the service network, severity of presenting symptoms (acute versus chronic mental illness), and whether there was a clear cut systemic focal point of responsibility for service provision. Differential referral patterns emerged in the handling of acute versus chronic mentally ill homeless persons. Nearly one-half of the referrals for chronics were inappropriate in contrast to one-fourth of those for acutes. The centrality of three systems to the service network for this population was observed: community mental health centers (CMHCs) and service programs, general hospitals, and shelters. Overall resource utilization patterns suggest overreliance on general hospitals as a panacea for the problems of homeless mentally ill persons, indiscriminate dumping on shelters, and underuse of CMHCs as a system of comprehensive care. (Author/NB)

ED 274 955 CS 008 563

Balajthy, Ernest
Microcomputer Activities Which Encourage the Reading-Writing Connection.

PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (18th, Erie, PA, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Creative Thinking; *Creative Writing; Elementary Education; Microcomputers; Reading Games; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; Reading Strategies; *Reading Writing Relationship; *Teaching Methods; Word Processing
IDENTIFIERS- *Adventure Stories

Many reading teachers, cognizant of the creative opportunities for skill development allowed by new reading-writing software, are choosing to use microcomputers in their classrooms full-time. Adventure story creation programs capitalize on reading-writing integration by allowing children, with appropriate assistance, to create their own "choose-your-ending" stories using the computer. These stories present to the child a series of options through which the story develops. "Story Tree" is a good example of this software. "That's My Story" and "The Playwriter Series" are similar, but are designed for younger children and need less teacher monitoring, while "The Writing Adventure" and "AdventureWriter" are more educationally sophisticated programs. A successful plan for teaching the use of complex adventure story creation software might include (1) training teacher aides in advance to use the program, (2) introducing the program to the class in a large group demonstration, (3) assigning group writing experiences for increased peer feedback and interaction, (4) establishing a disk library of stories as part of the regular classroom program, and (5) copying the file disks that contain students' created stories and trading them with other classes. An increasing variety of software which focuses on reading-writing integration, particularly "meaning-centered" software, is being offered to teachers. (A list of adventure story creation programs, publishers, and prices is included.) (JD)

ED 274 969 CS 209 854

Oates, William R.; And Others
Media Technology Consumers: Demographics and Psychographics of "Taffies."
PUB DATE- 5 Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Demography; Family Environment; Media Research; *Media Selection; Microcomputers; National Norms; Population Trends; *Technological Advancement; Trend Analysis; *Users (Information); Use Studies; Video Equipment; Videotape Cassettes; Videotape Recorders
IDENTIFIERS- Media Use; North Carolina; *Technologically Advanced Families (Taffies)

Technologically Advanced Families (Taffies) were profiled in a study that compared media technologies penetration in North Carolina with national media penetration data. Telephone surveys were conducted in February 1986 by journalism students at the University of North Carolina. Subjects interviewed were 585 North Carolina households to determine their use of such technologies as microcomputers and video recorders. Findings revealed that the penetration of media technologies in these homes matched national penetration data very closely. Taffies were found to exhibit some unique demographic and psychographic characteristics. For example, most (1) had a home computer, a videocassette recorder, and some source of diversity in television; (2) were in relatively high income and education groups and lived in urban settings; (3) were married with school-age children; (4) took vacations and consumed alcohol more than others; and (5) were willing to exert some effort to obtain useful information sources. Race was not found to be a factor associated with Taffies. Results also indicated that personal computers were used to give children new learning opportunities and that video cassette recorders (VCRs) were used to entertain them. Findings supported other research indicating a trend toward the use of more prerecorded videos for "timeshifting" activities among families who had owned VCRs for more than a year. (Tables of data are included.) (JD)

ED 274 983 CS 210 079

Schultz, John

Locked Apart, Brought Together/The Power of the Speech Writing Relationship.

PUB DATE- Mar 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Integrated Activities; Language Arts; Oral Reading; *Teaching Methods; Writing Improvement; *Writing Instruction
IDENTIFIERS- Audience Awareness; *Speaking Writing Relationship

Research from various fields supports the crucial relationship of speech and writing. Experience with the Story Workshop used in composition classes can show how thinking, speaking, listening, reading, writing, recalling, and immediate audience focus can be integrated into every phase of the writing process. Activities must enable students find subject matter that intrigues and stimulates them, and over which they have control. The use of group discussion in semi-circles during topic development allows every nuance of oral telling and audience reaction to be either observable or "hearable" to the audience. Literary forms and models that have a built-in sense of audience, such as letters, how-tos, and speeches, are quickly accessible to beginning college students. Well-coached, effective oral reading provides written language a pleasurable integrative pace and demonstration more closely akin to the way perception, thinking, and language come together and function in the actual act of writing. Recall and comment activities use the power of speech to develop memorable principles of the use of written language out of the stimulated and coached behavioral repertory of the students themselves. With coaching while beginning a piece in class, students carry the sense of the immediate audience into the situation where they write alone, fictionalizing the audience, thus stimulating and building their capacity for inner sounding and listening while they write. When reading their in-class writing aloud, students hear immediately the transfer of what occurred in the oral tellings, what occurred in the prewriting mental and oral rehearsal and build-up. In almost every case, there will be effective written language behavior to recognize and build upon, however small. A bibliography of four pages is included. (HTH)

Burke, Peter J.; Kray, Robert
Experienced and Inexperienced Teachers' Attitudes toward Supervision and Evaluation.
PUB DATE- 2 Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Definitions; Elementary Secondary Education; Evaluation Criteria; Evaluation Problems; *Formative Evaluation; Practicum Supervision; *Supervisors; Supervisory Methods; *Teacher Attitudes; *Teacher Evaluation; *Teacher Interns; *Teacher Supervision; Teaching Experience
IDENTIFIERS- Wisconsin

This document reports on a study to determine differential attitudes of experienced and inexperienced teachers toward supervision and evaluation. The basic hypothesis was that experienced teachers would have significantly different attitudes toward the concepts of supervision and evaluation than would inexperienced interns. A sample of 100 teachers, 50 in each group, was sent a survey instrument to determine their actual experiences with supervision and evaluation and their attitudes toward preferred practices. Little difference was found between the groups. Both groups favored items from the supervisory category over items in evaluation, although both groups recognized the importance of some of the characteristics of evaluation. A lack of uniformity in the data, however, made it difficult to draw conclusions that were supported by the evidence. While the tendency of both groups to prefer supervisory activities over evaluative is interesting, the inability of experienced teachers to select ideal components of an evaluation program is troublesome. Teachers need to develop consensus on what makes a good supervisory program. The Supervision Attitude Inventory may need further scrutiny and editing before valid conclusions can be drawn. (IW)

ED 275 054 EA 018 904

Azumi, Jann E.; Madhere, Serge
Professionalism, Power and Performance: The Relationships between Administrative Control, Teacher Conformity and Student Achievement.
PUB DATE- Apr 83
NOTE- 34p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (64th, Montreal, Quebec, Canada, April 11-14, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrative Policy; *Administrator Role; *Conformity; Cooperation; Elementary Secondary Education; *Feedback; Principals; Rewards; *Sanctions; *Social Control; Socialization; Teacher Administrator Relationship; Teacher Attendance; Teacher Attitudes; Teacher Behavior; Teacher Morale

Most school administrations rely on one of two main forms of social control to ensure teacher conformity with organizational goals. The first, feedback and socialization, depends on teachers' attitudinal and behavioral conformity, commitment, and personal involvement in maintaining high standards. The second, programming and sanctions, depends on a system of punishments and rewards to ensure conformity. Data from 52 elementary schools in a large urban school system revealed that greater reliance on the feedback and socialization mode leads (1) to higher teacher conformity and (2) to a correspondingly high level of student achievement. Control by sanctions, conversely, has a negative effect on conformity and on achievement. Data also revealed that the negative relationships between the sanctions mode of control and conformity are greatest in schools where the average amount of teacher training and experience is lowest. This study concludes that administrators can, therefore, affect student achievement by using feedback and socialization as a way of achieving organizational coordination and control. Appended are 3 tables, 11 figures, 10 notes, and a 16-item bibliography. (IW)

ED 275 108 EC 190 634

Reschly, Daniel J.

The Quiet Revolution: Changes in Educational Criteria, Placement and Programming for the Mildly Retarded.

PUB DATE- May 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adaptive Behavior (of Disabled); Educational Change;

*Educational Diagnosis; Educational Legislation; Elementary Secondary Education; Enrollment Trends; *Evaluation Criteria; *Labeling (of Persons); *Mild Mental Retardation; *Minority Groups; Sociocultural Patterns; *Socioeconomic Influences; Special Education; Student Placement; Trend Analysis

Over the past ten years, dramatic changes have been seen in the numbers of mildly mentally retarded students in the United States; in particular, a 30 percent decrease in the number of mildly mentally retarded students between 1976 and 1986 has been well documented. These changes have occurred in response to litigation in the federal courts, concerns about the fundamental nature of mental retardation (particularly whether persons from "adverse" socioeconomic circumstances can be classified as mildly mentally retarded), and disputes about the nature and meaning of adaptive behavior. Two issues are critical in the changing status and diagnosis and treatment of the mildly mentally retarded. The first is the fundamental meaning of the diagnostic construct of mild mental retardation, and the second is the outcome of special education programs for students classified as mildly mentally retarded. This issue of outcomes may be addressed more effectively in current special education reforms, through use of evidence from follow-up studies to design curricula, and in basic research on cognitive modifiability. These trends may lead to the development of more effective programs in the future which make genuine differences in the capabilities of persons who used to be, and in some cases still are, classified as mildly mentally retarded. A list of 40 references is appended. (CB)

Handscombe, Jean, Ed.; And Others
On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983).
Teachers of English to Speakers of Other Languages.
PUB DATE- Mar 83
NOTE- 276p.; For individual papers, see FL 016 036-056.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Students; *Bilingual Education; *Classroom Communication; Classroom Environment; Classroom Techniques; Cloze Procedure; *Communicative Competence (Languages); Cultural Context; Educational Strategies; Elementary Secondary Education; *English (Second Language); Language Usage; Microcomputers; Political Influences; Pronunciation Instruction; Reading Instruction; Reading Skills; Second Language Instruction; Student Behavior; Writing Instruction

The conference papers presented in this volume explore various aspects of a central question: how will computers be used in language teaching or, more broadly, who will be in control? The volume is divided into three sections: Critical Interactions, Promising Approaches, and Political Influences. Papers included within each of these categories are summarized in introductory remarks preceding each section. Titles of the papers are as follows" "The Promise and Threat of Microcomputers for Language Learners" (plenary address); "The Organization of Interaction in Elementary Classrooms"; "Contrasts in Teachers' Language Use in a Chinese-English Bilingual Classroom"; "Formulaic Speech in Early Classroom Second Language Development"; "Language Is Culture: Textbuilding Conventions in Oral Narrative"; "Bilingual Education for Native Americans: the Argument from Studies of Variational English"; "ESL Readers' Internalized Models of the Reading Process"; "A Cloze is a Cloze is a Cloze?"; "A Transfer Curriculum for Teaching Content-based ESL in the Elementary School"; "The Role of Formal Rules in Pronunciation Instruction"; "Developing Expectations for Text in Adult Beginning ESL Readers"; "Patterns and Perils of Guessing in Second Language Reading"; "The Organizational Patterns of Adult ESL Student Narratives: Report of a Pilot Study"; "Some Limitations in Teaching Composition"; "In Search of the Key: Research and Practice in Composition"; "From Communicative Competence to Cultural Competence"; "Do You Have the Key?"; "The Communicative Orientation of Language Teaching: An Observation Scheme"; "'Fifth Business' in the Classroom"; "TESOL as a Political Act: a Moral Question"; and "Where Do YOU Stand in the Classroom?--A Consideration of Roles, Rules and Priorities in the Language Classroom." (MSE)

ED 274 823 CE 045 193

Fellenz, Robert A.; Conti, Gary J.
Uncovering Student Concerns. From Theory to Practice.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- *Adult Basic Education; *Adult Educators; Learning Activities; *Staff Development; *Student Needs

This exercise is intended to help those working with adult basic education (ABE) students gain greater insight into the interests and concerns of adults entering their program. It is a group activity that presumes that at least some of the participants are familiar with entering students. It can be adapted to reflect the traditional two or three classes per week programming or the flexible learning center approach. A chart of the first six hours a student spends in the program is provided to aid staff participants in expressing and sharing their thoughts. It is intended for completion by participants who imagine themselves as being ABE students. They are asked to write down concerns and questions arising during and between learning periods. The chart may also be used individually as a tool for student counseling by having students record interests and changes. (YLB)

Olson, Jean T., Ed.
Conference on Adult Literacy and Computers (Spring Hill, Minnesota, November 20-22, 1985).
Gannett Foundation, Rochester, NY.
PUB DATE- 85
NOTE- 67p.; Proceedings of a conference hosted by the Technology for Literacy Center, St. Paul, MN and organized by the Adult Literacy and Computers Advisory Committee.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Literacy; Adult Programs; *Computer Assisted Instruction; Conference Proceedings; *Courseware; *Illiteracy; Information Technology; Program Administration; Program Effectiveness

Materials from a conference on computer use in adult literacy programs are provided. Introductory materials include a history of the conference and the agenda. A summary of the keynote address, "Impact of New Information Technologies on Literacy" (Linda Roberts), is followed by a brief overview of the conference opening. Descriptions are provided of each participant and his or her program. The two following sections focus on the technical representatives and their observations on the issues discussions and the site visitation. Summaries are provided of the issues discussions. The six topics are quality software, low-level software (0-4 grades), technology, instructional effectiveness, management, and access. Each summary consists of a brief statement of the issue, a list of questions about the topic and its role in adult literacy which the moderator used to guide the discussion, a statement of goals and recommendations, and a summary of the notes and comments recorded during the session on flip charts by the moderators. Other contents include a brief note on a presentation on IBM's role in addressing adult literacy, a brief discussion of the use of Wilson Learning's Innovator (a computerized system customized for group needs), and a listing of participant comments regarding conference effects arranged in the following categories: individual-level effects, networking, efforts at research to support the field of adult literacy in general, and development of the field. A section on future directions is also included. Additional resources include advisory committee, participant, and technical representative addresses; a listing and description of software used by participants; a reprint of an article on computer-assisted instruction; and a resource list. (YLB)

CG

ED 274 909 CG 019 413

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
Women, Family Systems & the TC. Chapter 8.
PUB DATE- 86
NOTE- 31p.; In: Bridging Services: Drug Abuse, Human Services and The Therapeutic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Battered Women; *Cross Cultural Studies; Drug Addiction; *Drug Rehabilitation; Employed Women; *Family Problems; *Family Violence; *Females; International Organizations
IDENTIFIERS- *Substance Abuse; *Therapeutic Communities

This document contains 11 papers from the ninth World Conference of Therapeutic Communities (TCs) that deal with women's issues, family systems, and the TC. Papers include: (1) "Families in the Eighties" (Cecil Williams); (2) "Women, Work & Substance Abuse" (Lois Morris); (3) "The National Federation of Parents" (Shirley Colletti); (4) "The Parents' Association in Australia" (Ian Permezel); (5) "The Family Association in Australia: Clinical Aspects" (Joe Lamberti); (6) "The Challenge of Growth & Change" (Michael Maloney); (7) "The Young Women's Group" (Leslie Tarbell); (8) "The Parenting Program at Walden House" (Ethan Nebelkopf); (9) "Addiction, Marginal Pathology & Society" (Juan Alberto Yaria); (10) "The Addict and His Family" (Miguel Angel Bianucci); and (11) "The Male Batterer" (Ricardo Carrillo). (NB)

ED 274 996 CS 210 117

Farr, Marcia; Daniels, Harvey

Language Diversity and Writing Instruction.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; ERIC Clearinghouse on Urban Education, New York, N.Y.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-2659-6

PUB DATE- 86
NOTE- 102p.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 26596, $7.00 member, $9.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dialect Studies; Educational History; High Schools; *Instructional Improvement; *Language Usage; Language Variation; Literacy Education; *Nonstandard Dialects; North American English; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *English as a Second Dialect; *Language Diversity

Both a theoretical framework and some practical suggestions are included in this book intended to help educators improve the teaching of writing to high school students who are native speakers of nonstandard English dialects. The first chapter includes a brief background on the problem of writing in American schools, with special focus on the present writing achievement of nonstandard-dialect-speaking students. The second chapter reviews research on language variation, emphasizing factors related to the acquisition of literacy. Applying insights from recent research on both language variation and writing instruction, the final chapter presents specific suggestions for teaching writing to the special students under consideration. An extensive bibliography is included. (JD)

ED 275 010 CS 505 364

Fadely, Dean
Recent Developments in the Theory and Practice of Policy Debate: An Evaluation.
PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Carolinas Speech Communication Association (Charleston, SC, October 3-4, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; Intercollegiate Cooperation; *Judges; *Perspective Taking; *Persuasive Discourse; *Policy Formation; Psychological Patterns; Speech Communication
IDENTIFIERS- *Fiat Power; *Mirror State Counterplans (Debate)

Shifting theoretical perspectives of intercollegiate policy debate, especially the changing affirmative case constructs, warrant reformulations of various strategies open to the negative case such as those developed by W. Ulrich, R. Dempsey, and D. Hartmann. Options open to the affirmative have increased, e.g., the comparative advantages case, the utilities case, and the cost benefits analysis case have developed from the stock issues case. In addition, affirmative teams have utilized goal cases, criteria cases, and alternative justification cases, providing them with various strategies for convincing judges. Analysis of the articles by Ulrich, Dempsey, and Hartmann reconsidering the alternative persuasion tactics open to the negative trigger four major arguments: (1) Mirror state counterplans can fulfill the general requirements which negative counterproposals must meet; (2) they can also fulfill the particular requisites in this specific type of policy option; (3) the recent criticisms of the mirror state counterplan by Dempsey and Hartmann rest on interrelated misconceptions concerning the nature of fiat power; and (4) the indictments of fiat power leveled by Ulrich are flawed. (JD)

ED 275 040 EA 018 888

Clune, William H.
The Institutional Perspective on School Improvement. Final Report.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 19 Feb 86
NOTE- 56p.

GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; Decision Making; *Educational Improvement; Educational Policy; Elementary Secondary Education; Improvement Programs; Organizational Change; *Organizational Theories; Performance Factors; *Policy Formation; Politics of Education; *Program Effectiveness; Teacher Evaluation; Teacher Improvement

The insights of various theoretical perspectives on school improvement can be integrated in a common framework called "the institutional perspective" when the sensitivity of each theoretical perspective to the nature of decision making for school improvement is taken into account. The institutional perspective thus generated considers the organizational characteristics of the institution in which decisions are made; the organizational roles, perceptions, resources, and priorities of those making the decisions; and the need to adapt school improvement processes to accommodate the characteristics of the decision-making process. The main policy implication of the integrated institutional perspective is that to be successful, school improvement efforts must be educationally and administratively robust. That is, the program must meet major educational needs simply and effectively and must be able to withstand competition from other organizational objectives and pressures in terms of their suitability to the administrative operations of the organization. This document examines the ways in which several theoretical perspectives are integrated into the institutional perspective, discusses the principle of educational and administrative robustness, and applies the principle to improvement efforts in the areas of curriculum change, organizational improvement, teacher improvement and evaluation, proceduralization, urban education, and school site autonomy. (PGD)

Zamel, Vivian
In Search of the Key: Research and Practice in Composition.
PUB DATE- Mar 83
NOTE- 14p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Diaries; *English (Second Language); Error Patterns; Higher Education; Research Needs; Second Language Instruction; Writing (Composition); *Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Research

It is important that teachers help students to realize that writing is not simply a product, or a means to an end, but an exploratory, cyclical process. Research has shown that skilled writers conceptualize the effect of their writing as a whole, as a generative process, whereas unskilled writers are distracted by surface-level features and are less aware of the exploratory nature of writing. In light of these findings, methods are proposed for teachers to involve students in the composing process and thereby better prepare them to become independent writers. Some of these activities include: allowing students to be creative and purposeful in their writing; initiating free-writing activities that develop skills for exploring and discovering fresh ideas; and observing students' writing processes closely and noting areas of difficulty. (TR)

Hartmann, Joyce; And Others
Dawn of a New Day. A WKCSC Presentation.
PUB DATE- 23 Oct 86
NOTE- 24p.; Papers presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *College Students; *Community Colleges; Counseling Techniques; Demography; Higher Education; Outreach Programs; *Part Time Students; Refugees; *Student Characteristics; Student Motivation; *Student Needs; Student Recruitment

This panel contains presentations by four members of the Western Kansas Community Services Consortium (WKCSC) who are involved in either teaching or administering college programs in Kansas in which part-time students are participating. Joyce Hartmann underscores the importance of part-time students as growing consumers of college programming in her introduction to the collection. In his paper entitled "The Part-Time Student: Dawn of a New Day," Theodore W. Wischropp summarizes the results of his investigation of the changing demographics of the college student body and explains why more must be done to accommodate the needs of part-time students. The distinctive characteristics and special needs of part-time students and guidelines for packaging education for a changing work force are the subject of a presentation by Joyce Hartmann. In another presentation, Jane Morgan describes some of the needs of the diverse types of part-time students attending Hutchinson Community College as well as some of the college's efforts to meet these needs. In his paper, Doug Radohl describes some efforts at Seward County Community College to help two specific groups of part-time adult students, outreach (or off-campus) and refugee students. A conclusion by Joyce Hartmann ends the collection. (MN)

ED 274 794 CE 045 151

Rusch, Frank R.
Introduction to Supported Work.
PUB DATE- 15 Nov 85
NOTE- 31p.; Paper presented to the Illinois Transition Conference (Springfield, IL, November 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Career Education; *Employment Programs; *Job Placement; *Job Training; Models; Secondary Education; *Severe Disabilities; Vocational Education; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs
Traditionally, disabled persons have received vocational training in sheltered workshops and after evaluation have been placed into work activity, extended sheltered employment, or transitional employment programs. Transition then to competitive employment is atypical for persons with severe disabilities. Their employment situation has improved recently due to development of competitive employment programs or supported work models of competitive employment. Supported work relates to the use of new, improved practices that have been shown to be effective in competitively employing persons with severe disabilities. Components of the supported work approach are assessment of work behavior, job identification, placement, training, and maintenance and generalization. A local provider in Illinois has offered supported work programs (food service and janitorial services). Of the 134 persons who have participated, 43 percent have been multiply handicapped and 108 have completed training and been placed on jobs in the community. This supported work program is funded primarily by federal and state monies distributed at the local level. Two agencies involved are the Department of Rehabilitation Services and Job Training Partnership Act agencies. Personnel preparation programs at the preservice and inservice levels need to incorporate the practices developed in model demonstration programs. A model curriculum should be competency-based, field-based, and behaviorally grounded; include community-referenced curriculum development; and provide a focus on transition skills. (YLB)

ED 274 837 CE 045 217

Office Duplication Practices Curriculum Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 103p.; For related documents, see CE 045 214-216. Document is printed on colored paper.

AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. BO-203-TG: $3.00; with core document, BO-202-TG: $22.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Correspondence; Employment Interviews; Employment Potential; Filing; Human Relations; Job Application; Leadership Training; Learning Laboratories; Occupational Safety and Health; *Office Occupations Education; *Office Practice; Publications; Recordkeeping; *Reprography; Secondary Education; State Curriculum Guides; Typewriting; Units of Study; Vocational Education

As one of a series of curriculum guides for office education programs in Texas, this guide contains 24 units of instruction in office duplication practices. Each of the units contains a unit outline that lists unit objective, specific objectives, teacher and student activities, estimated completion time, re-teach activities, and resources; and a performance chart for recording student mastery of activities. The units are grouped into three general areas: introduction to office duplication practices, clerical, and duplication. Introductory units cover orientation; safety; grooming, hygiene, and nutrition; human relations; job application and interview; job success; and leadership development. Clerical units focus on keyboarding, letter typing, proofreading, using resources and references, language usage, communication, telephone usage, filing, and organizing work. Duplication units cover measurement, paper characteristics, copy preparation, fluid duplication, stencil duplication, platemaking, offset duplication, and supplementary machines. Six appendixes to the guide provide lists of publishers, professional publications, and essential elements of office education correlated to curriculum publications; a preemployment laboratory program; and plans for classroom organization. (KC)

ED 274 852 CE 045 246

Brittain, Mary M.; Whitlock, Gaynelle

Enhancing Career Awareness for Gifted Students through Adolescent Literature.

Virginia Commonwealth Univ., Richmond. School of Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- Jun 86

NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Career Awareness; *Career Education; *Career Exploration; Career Planning; English; *Gifted; Secondary Education; *Talent

This resource booklet on promoting career awareness and planning is intended especially for school counselors, English teachers, librarians, and other educators who work with gifted and talented adolescents. An introduction precedes a section that discusses strategies and approaches for integrating literature in adolescents' exploration of careers. Techniques are suggested that counselors and teachers can use in acquiring information about students' career interests, becoming familiar with career-related books for teenagers, and exploring careers in the school setting through literature. A sample unit on careers follows. Other guide contents include a 19-page careers bibliography for gifted adolescents and a brief listing of suggested references for educators working with gifted students. (YLB)

ED 274 925 CG 019 429

Ellis, Michael V.
Counselor Trainees in M.S. versus Ph.D. Programs: Testing Two Models of Supervision.
PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 428.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Counselors; *Counselor Training; *Graduate Students; Higher Education; Models; *Supervision; Theories

A study was conducted which continued the investigation of the underlying structure of supervision by empirically testing Bernard's (1979) two-dimensional model and Littrell et al.'s (1979) unidimensional developmental model of supervision. To test the models, 25 counselor trainees from two master's counselor programs were compared to 23 counselor trainees from a doctoral counseling psychology program on their perceptions of supervision. Additionally, the trainees' perceptions were compared to the three-dimensional map for supervisors found by Ellis and Dell (1986). Twelve stimuli were generated by combining each of the four supervisor roles (teacher, counselor, consultant, and self-supervisor) with the three supervisor functions (process, conceptualization, and personalization). Subjects made paired comparison ratings for perceived dissimilarity of the 12 supervisor role stimuli and rated the 12 stimuli on 10 attributes. Goodness of fit measures indicated that both supervisors and trainees used the same cognitive map of supervision, a finding consistent with Ellis et al. The supervisory model proposed by Bernard was somewhat supported, but little support was found for the Littrell et al. model. In general, these results suggest that: (1) current models of supervision are conceptually too narrow; and (2) supervisors' and trainees' cognitive maps of supervision are similar. (ABL)

ED 274 940 CG 019 444

Smith, H. Wayne; And Others
Gender and Leadership in Organizations: Critical Review.
PUB DATE- 22 Jun 82
NOTE- 28p.; Paper based on senior author's Ph.D. dissertation, Texas Tech University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Females; *Leadership; Models; *Personality Traits; *Sex Bias; Sex Differences; *Sex Stereotypes; *Supervisor Qualifications

The literature on gender and leadership constitutes a discordant, often contradictory, and typically atheoretical collection of findings. This situation exists despite the emerging psychology of women, heightened public awareness, and increasing numbers of women in positions of authority. Terborg and Ilgen (1975) took the first step toward producing a theoretical integration which may unify research in the area. They examined stereotypes, attribution theory, and equity theory. A review of the literature on gender and leadership and extension of the theoretical analysis of Terborg and Ilgen resulted in the creation of a descriptive model in which behavior is driven by stereotypes. Women are perceived to lack the attributes required of successful managers. They are given unchallenging assignments lessening their organizational ability. When in supervisory roles women are expected to be high in consideration behavior and low in aggressiveness. Even when their behavior does not evidence this trait, they may be perceived by their co-workers to have this trait. These perceptions cause women to be passed over for promotion and relegated to relatively minor tasks. This low level of responsibility is manifested in lower salaries for females than for males. This vicious cycle continues without the act of overt sexual discrimination. A five-page reference list concludes the document. (Author/ABL)

ED 275 081 EA 018 934

Dollars and Sense: How School Boards Save Money.
Canadian Education Association, Toronto (Ontario).
REPORT NO.- ISBN-0-920315-14-3
PUB DATE- 86

NOTE- 67p.
AVAILABLE FROM- Publication Sales, Canadian Education Association, 252 Bloor Street West, Suite 8-200, Toronto, Ontario M5S 1V5 Canada ($6.00 Canadian).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; *Cost Effectiveness; Costs; *Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; Energy Management; *Financial Policy; Foreign Countries; Innovation; Organizational Effectiveness; Surveys
IDENTIFIERS- *Canada

This report analyzes survey data results of innovative ways Canadian school boards have cut costs in the last several years. In 1985, 213 questionnnaires were sent to school boards throughout the country; the 100 answers represent a response rate of 47 percent. Questions surveyed the areas of policy and planning, purchasing, sharing, human resources, school system facilities, insurance, vandalism, energy conservation, maintenance, and services and activities. The survey included questions about the effectiveness of these cost-saving measures. Response results are presented in 10 sections; conclusions and recommendations are based upon respondents' major concerns. School boards replied that, with approximately 80 percent of their expenses going for salaries and benefits, they had little room for choice and flexibility. Forty percent were not satisfied with their present measures. The most economical methods had been in effect for some time. School boards are nonetheless using personal computers for assistance, and energy management systems are becoming commonplace. School boards should first conduct a review of their situation before planning. To cut costs effectively, schools and departments should be involved from the beginning and employees and the public should participate. (CJH)

ED 275 123 EC 190 905

Quantitative vs. Qualitative Approaches to Quality Special Education Program Evaluation.
Council of Administrators of Special Education, Inc.

PUB DATE- 85
NOTE- 61p.
AVAILABLE FROM- CASE Research Committee, c/o L. C. Burrello, Indiana University, School of Education, Third and Jordan Streets, Bloomington, IN 47405 ($7.00 to CASE members; $14.00 to non-members).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Disabilities; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Program Evaluation; *Qualitative Research; *Research Design; Research Methodology; *Special Education; Special Education Teachers; Statistical Analysis; Teacher Attitudes

One in a series of issue papers commissioned by the Council of Administrators of Special Education (CASE), this document presents a comparison of contemporary evaluation approaches for special education programs. The first section describes the two approaches to be compared: (1) traditional scientific inquiry which emphasizes quantitative methods; and (2) the naturalistic paradigm which emphasizes qualitative methods. The second section, written by Lester J. Horvath, is titled "A Quantitative Program Evaluation Approach to Evaluating Quality Special Education Programs," and covers such areas as: the context of the problem (administrative challenge, reasons for program evaluation, contextual issues in special education, and training); assumptions regarding special education program evaluation; the recommended approach (including description, purpose and specific stages of evaluation); and other considerations. Section Three, written by Edith E. Beatty and titled "Qualitative Responsive Approaches to Evaluating Special Education Program Quality," addresses the local context; qualitative responsive evaluation; frameworks; and implementing qualitative responsive evaluations. The fourth section, written by Kenneth R. Olsen, is a comparative analysis of the approaches presented by Horvath and Beatty and discusses areas of agreement between the two approaches (stakeholder involvement, criteria for effective evaluations, emphasis on quality) and areas in which the methods differ (issues and concerns versus decisions, knowing design in advance, need for consensus). The final section outlines administrative implications of the findings and lists questions to help special education administrators in choosing the appropriate method for evaluating the quality of their special education program. (CB)

ED 275 168 FL 016 072

Falk, Barbara
Can Grammatical Correctness and Communication Be Tested Simultaneously?

PUB DATE- 84
NOTE- 9p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); English (Second Language); Foreign Countries; *Grammar; *Grammatical Acceptability; Language Teachers; *Language Tests; Teacher Education; Test Construction; *Testing Problems; *Test Use; Verbal Tests; Written Language
IDENTIFIERS- Netherlands

This report states the issues involved in the use of communicative tests, oral and written, to assess grammatical correctness among students of English as a Foreign Language (EFL). Experience with two English tests administered at the beginning and end of the practice teaching period of Dutch students training to become EFL teachers indicates continuing testing problems. These problems include the potential for grammatical incorrectness to be mistaken for poor comprehension, lack of clear definitions of effective communication, and the need to elicit a wider range of structures. It is concluded that (1) the discrepancy found between what is measured by the oral and by the written tests and the actual need for both tests should be examined more closely; (2) the development of a flexible but highly structured interview procedure for eliciting a wide range of critical structures should continue; and (3) the profession will have to be content with subjective consensus about quantifiable norms. The two sample English tests administered to Dutch EFL student teachers are appended. (MSE)

ED 274 809 CE 045 177

Levitan, Sar A., Ed.
The Feds in the Workplace. Conference Proceedings of the National Council on Employment Policy (Washington, DC, October 3, 1985).
National Council on Employment Policy, Washington, DC.
PUB DATE- Feb 86
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Economics; *Federal Government; Federal Programs; *Federal Regulation; *Government Role; *Intervention; *Labor Market

These seven symposium papers examine the record of federal intervention in the workplace and focus on the forces that gave rise to federal intervention. Although a precise calculus for evaluation has not yet been designed, the presenters attempt to assess whether federal actions have served the interests of labor, management, and the public at large. Reagan administration efforts to limit the federal role are also scrutinized. The papers are "The Role of Workplace Regulation" (Ray Marshall), "Redefining Government's Role in the Workplace" (Kenneth McLennan), "Pluralism in Worker Protection" (Garth L. Mangum), "The Distortions of Cost-Benefit Analysis as a Guide to Regulatory Strategy" (Susan J. Tolchin), "The Role of OMB" (Nancy Wentzler), and "Last, But Not Final Word: Protecting American Workers" (Sar A. Levitan). (YLB)

ED 274 910 CG 019 414

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.
Drug Education & Prevention. Chapter 9.
PUB DATE- 86
NOTE- 41p.; In: Bridging Services: Drug Abuse, Human Sevices and the Therapeutic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Drug Addiction; *Drug Education; Drug Rehabilitation; International Organizations; *Prevention; Role Models; *School Activities
IDENTIFIERS- *Therapeutic Communities

This document contains seven papers from the ninth World Conference of Therapeutic Communities (TCs) that deal with drug education and prevention. Papers include: (1) "State of the Art of Drug Prevention Programs: A Five Year Retrospective of School Curricula" (Natalie Silverstein, et al.); (2) "TCs: Education for Wholeness" (Christine Grant Brieland); (3) "The TC's Contribution to Multicultural Prevention" (Sala Udin); (4) "The Role of Education in the "TC (Janet Rosalynn Busic); (5) "The Effects of a School-Based Early Intervention Program on High Risk Pre-Teens" (Alice Riddell and Marilyn Nathanson); (6) "An Exploratory Study of School Affect of Adolescent Learners in a Residential TC" (William Derivan and Natalie Silverstein); and (7) "The Revolution of the Responsible Role Model" (Thomas Bratter, et al.). (NB)

ED 275 094   EC 190 618

Felker, Roberta M.
Special Education Dissemination Project. Final Report.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 258p.
GRANT- G008104570
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Disabilities; Educational Finance; *Educational Policy; Educational Technology; *Exceptional Child Research; *Information Dissemination; *Information Needs; Needs Assessment; Program Effectiveness; Pupil Personnel Services; Research and Development; Special Education; *Theory Practice Relationship
IDENTIFIERS- National Association of State Boards of Education

The final report summarizes activities of a 3-year project which accomplished the following goals: (1) identification of the most pressing concerns in special education currently facing state and local education policymakers; (2) location of research information through the U.S. Department of Education and other sources which address these issues; and (3) provision of this information to state and local policymakers in formats specifically tailored to their needs. The project employed a variety of communication mechanisms and formats (newsletters, electronic mail, conferences, research abstracts, issue briefs) to disseminate special education research to more than 3,000 education policymakers and administrators on four identified topics: special education technology, special education finance, related services, and special education program effectiveness. Among conclusions drawn from project evaluation data are that policymakers use research indirectly (rather than directly) to shape policy debates; that custom-tailored communication is a key to effective dissemination; and that dissemination strategies are most successful when selected according to suitability for a specific task, at a specific stage in the policy decision-making process. Appendices, consisting largely of copies of dissemination project materials, comprise 80 percent of the document, and include an annotated bibliography. (JW)

ED 274 824　　　　　　　　　　　　　　　　　CE 045 195

Dial-a-Mentor.
Hinds Junior Coll. District, Utica, MS.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- 30 Jun 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Basic Education; Delivery Systems; *Distance Education; *Mentors; *Nontraditional Education; *Outreach Programs; *Telephone Instruction

The Dial-a-Mentor Project (also called the Dial-a-Teacher Project) at Hinds Junior College in Raymond, Mississippi, was designed to provide an alternative delivery system for adult basic education (ABE) and to combat illiteracy. It was not intended to replace, but rather to enhance, established centrally located programs. Instruction was provided by telephone and mail; one phone was used for incoming participant calls, and two telephones equipped with an amplifier system were used by mentors for outgoing calls. Basic education instruction was provided by telephone on Monday and Tuesday evenings. Through the use of an assessment device, the mentor determined the participant's level of achievement. Upon receipt of supplies and diagnostic assignments, the participant called the mentor, who provided instructions. Completed materials were returned to the mentor, who checked them and called the participant. More advanced materials were then sent, and the same procedures were followed. Subject areas were arithmetic, English, social studies, and science. The Laubach method was used to teach reading. The project was workable. More than 100 participants were enrolled and received some assistance. The project provided ABE assistance to parents that enabled them to help their children. (A brochure is attached.) (YLB)

ED 274 853 CE 045 247

Rader, Martha S.
A Developmental Assessment Program for Special Needs Students in Junior High School. Guidance Project. Final Report.
Roanoke City Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 2 Aug 86
NOTE- 48p.
CONTRACT- VA-86-1-II-3GC-001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Career Counseling; *Career Development; Career Exploration; *Computer Oriented Programs; Counseling Services; Grade 7; Guidance Programs; *High Risk Students; Junior High Schools; *Learning Modules; Material Development; Models; Potential Dropouts; Program Development; Self Concept; Student Attitudes
IDENTIFIERS- *Computer Assisted Counseling; *Special Needs Students

A project was designed to provide career development activities for selected educationally at-risk seventh graders in two target junior high schools in the Roanoke City Public School System, Virginia. The assumption was that career development activities that provide students with increased self-understanding, coupled with strategies involving the microcomputer and creative educational and counseling approaches, could assist in improving students' attitudes toward learning. Computers, selected software, and auxiliary equipment were purchased to aid in developing assessments of interests and values through computerized programs. A model for a computer-assisted assessment and a counseling program for seventh-grade students with special needs was developed and field-tested. A career development module was also designed that included selected guidance and counseling standards of learning in the personal/social and career development domains. (Appendixes include the developmental assessment model and career development module. The developmental model contains six activities; the career development module contains four. Each activity consists of the domain; title; student outcome; guidance/counseling objective, including standard of learning and skill; time requirement; a listing of necessary resources/supplies; and activity description. Student handouts are provided as needed. Career development module resource materials are also appended.) (YLB)

ED 274 867 CE 045 317

Fraser, Bryna Shore; Goldstein, Harold
Training for Work in the Computer Age: Policy Implications.
National Inst. for Work and Learning, Washington, D.C.
REPORT NO.- ISBN-0-8651-056-X
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clerical Occupations; *Computer Science Education; Data Processing Occupations; *Educational Needs; *Educational Policy; Educational Trends; *Employment Patterns; *Futures (of Society); Job Training; Labor Force; Labor Needs; Policy Formation; Postsecondary Education; Retraining; School Role; Secondary Education; Technical Occupations; *Technological Advancement; Trend Analysis
IDENTIFIERS- *Computer Related Occupations

A study examined the training required for a wide range of occupations in which workers use computers or computer-controlled equipment. It was determined that although computer use is widespread and growing rapidly, relatively few workers (about 5 percent) need extensive education or training in computer-related skills. Because most workers involved with computers use them as tools in their jobs and work primarily with already-prepared computer software, they can learn computer-related skills in brief on-the-job training ranging anywhere from a few hours to a few weeks. Thus, it would appear that young workers need not fear being frozen out of the job market because they have not learned about computers. Because the computer skills required are, in most occupations, only a small part of the total work skills, the trend toward ever-increasing use of computers in the workplace will not impose correspondingly large demands on the education and training system. Schools already appear to be teaching word processing and electronic and computer technology effectively. Based on the finding that not more than two percent of all workers need to be able to program computers, it would seem that the inclusion of training in computer programming in general computer literacy studies could only be justified on general education grounds. Two areas where the schools do have an important role to play, however, are in offering vocational guidance and counseling in the area of computer-related occupations and retraining displaced workers in a broad spectrum of skill areas that includes but is not limited to computer-related skills. (MN)

The Evaluator's Reference for Chapter 1 Neglected or Delinquent Youth Programs.

RMC Research Corp., Hampton, N.H.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 230p.; Developed by Region I Technical Assistance Center with other Chapter 1 TACs.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Child Neglect; Children; *Delinquency; Elementary Secondary Education; *Evaluation Methods; Program Development; *Program Evaluation; Resource Materials; *Youth Programs

This handbook was developed as a resource for individuals involved in the planning and implementation of evaluation activities related to programs for neglected or delinquent youths. The handbook is organized into eight sections. Section 1, Program Evaluation and Overview, discusses a wide range of evaluation purposes, ranging from accountability to determining staff effectiveness. Section 2, Describing the Program, presents 16 possible elements of a description to help the user develop a complete program description, which can be used for fulfilling information needs, for planning activities, and for developing evaluation plans. Section 3, Determining the Focus of Evaluation Activities, describes how the user can identify important program elements and develop specific evaluation questions about the elements. Section 4, Strategies and Techniques for Program Evaluation, presents a variety of techniques for collecting evaluation information. Section 5, Instrumentation, includes an annotated bibliography of pertinent information and characteristics of various norm- and criterion-referenced tests, affective measures, item banks, and other measures which might be appropriate for evaluation. Section 6, Recordkeeping for Program Evaluation and Management, explains different aspects of recordkeeping. Section 7 concerns requirements and recommendations for evaluating Chapter 1 neglected or delinquent programs, and Section 8 presents additional resources for personnel of neglected or delinquent youth programs. Most sections include appendices containing forms, checklists, steps to follow, or detailed descriptions of section topics. (NB)

ED 274 956 CS 008 565

Thompson, Mark E.
What Happens to People Who Cannot Read? The Problem of Illiteracy.

PUB DATE- 24 Oct 86
NOTE- 29p.; Paper presented at the Annual Conference of the North Central Reading Association (29th, South Bend, IN, October 24-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Literacy; Educational Trends; *Illiteracy; Information Sources; Literature Reviews; *Reading Difficulties; *Reading Research; Reading Skills

Significant research studies, bibliographies, and selected scholarly papers that have analyzed numerous aspects of illiteracy are examined in this paper. A definition, characteristics, and the plight of illiterates are discussed. The following selected research studies are then reviewed and a brief analysis of each is given: (1) "The Acquisition of Literacy by Children and Adults" (T. G. Sticht); (2) "Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers" (N. Boraks and S. Schumacher); (3) "Outlook for the 80's: Adult Literacy" (L. Y. Mercier); (4) "Adult Literacy: An Annotated Bibliography" (F. E. Kazemek and P. Rigg); and (5) "Adult Literacy Education: Current and Future Directions" (A. Fingeret). In addition, "Adult Illiteracy in the United States: A Report to the Ford Foundation" by C. S. Hunter and D. Harman, and M. Berube's "Children of the Revolution: A Yankee Teacher in Cuban Schools" are discussed. Concluding remarks focus on the implications of these scholarly studies, pointing out that with the wealth of knowledge regarding the behavior and characteristics of illiterates, the United States and its educational system are in a position to do more for the illiterate population than has been done in the past. (JD)

Pettey, Gary R.
The Interaction of Social Motivation, Attention and Interest, and Public Affairs Media Use on Political Knowledge Holding.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Group Behavior; Group Dynamics; *Knowledge Level; *Mass Media Effects; Media Research; *Motivation; Political Attitudes; *Political Influences; *Political Socialization; Public Affairs Education; *Social Influences
IDENTIFIERS- Media Use; *Social Motivation

Examining the relationships among social motivations, media use, and levels of political knowledge, a study (1) measured the unique contribution of social motivations beyond simple exposure and individual motivations, (2) tested for interactions between social and individual motivations and public affairs exposure, and (3) examined the interactive relationships among the variables. Telephone interviews with 737 adults determined the perceived influence of mass media exposure on family, friends, and co-workers. These three social motivation types allowed the relationship between individual media patterns and the possible social motivations for those patterns to be examined. Findings showed that, although traditional individual level predictors were a significant influence, social level predictors should be taken into account when an individual's knowledge levels are being considered. Group interactions provided a significant control for all other variables. Results also indicated that the relationship between social and individual motivations is substantially additive and that public affairs exposure interacts with social influences. In addition, while increased public affairs exposure showed no corresponding increase in knowledge, findings showed that the media were able to transfer substantial amounts of information at lower motivation levels. Motivation, then, was the overall best predictor of knowledge. (Supplementary tables and appendixes are included.) (JD)

ED 274 984 CS 210 080

Recommended English Language Arts Curriculum Guides, K-12, 1986.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 34p.; For the 1985 edition, see ED 262 418.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $2.00 member, $2.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Curriculum Guides; Elementary Secondary Education; *English Curriculum; English Instruction; *Evaluation Criteria; *Language Arts; Resource Materials

Developed by the National Council of Teachers of English (NCTE) Committee to Evaluate Curriculum Guides and Competency Requirements, this guide is intended to help teachers and administrators to develop exemplary English language arts curricula. The first part of the booklet presents an annotated list of recommended curriculum guides, representing a variety of curricular frameworks and content units for reference use by schools and agencies in the process of developing or revising a curriculum. In addition to the 1986 list, annotations for curriculum guides recommended in 1985 and 1984 are included, as is information on grade level, on content aims and objectives, and on how to obtain the guide. The second part of the booklet contains revised criteria for planning and evaluating English language arts curriculum guides. These criteria are organized under the headings of philosophy, objectives, language as content, composition, reading, literature, media, organization, policies and procedures, and design. (SRT)

ED 275 011 CS 505 368

Watson, Arden K.
Alleviation of Communication Apprehension: An Individualized Approach.
PUB DATE- May 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Apprehension; Communication Problems; *Communication Skills; Higher Education; *Individualized Instruction; Program Descriptions; Psychological Evaluation; *Self Concept; Self Esteem; *Self Evaluation (Individuals); Skill Development; Speech Communication; Speech Curriculum; Student Evaluation; Teaching Methods

Communication apprehension (CA) affects from 15% to 20% of the college population, indicating inherent problems of negative cognitive appraisal, conditioned anxiety, or skills deficits. Use of an individualized approach to the alleviation of CA has been shown to increase students' class interaction and to improve their verbal skills. During an initial meeting students are encouraged to offer information about themselves, administered assessment inventories such as the "Expressed Acceptance of Self Scale," and then given an assignment using positive imagery. During the students' second sessions, they are given a folder containing their self-acceptance score, personal report of communication apprehension score, an overall analysis of the scores, and a needs assessment. They are then assigned to one of three tracks: (1) the reasonable thinking track helps those with low self-acceptance, (2) systematic desensitization helps those with conditioned anxiety, and (3) goal setting helps those with skills deficits. The apparent success of this approach suggests that since students develop CA in various ways, individualized methods should be used to assess and remedy different types of CA. Endnotes contain 38 items. (SRT)

ED 275 025 EA 018 835

Walters, Donald L.
Equity and Diversity: A Challenge for the Allocation of Financial Resources.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Meeting of the International Intervisitation Programme in Educational Administration (6th, Honolulu, HI, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Schools; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; Finance Reform; Financial Needs; *Financial Policy; *Financial Support; *School District Spending

IDENTIFIERS- *Pennsylvania

This paper discusses selected techniques for measuring equity in a state school finance system and focuses on the distribution of fiscal outcomes among school districts in Pennsylvania. Measures of dispersion, measures of relationship, and winners-losers ratios are demonstrated with data from a small sample of school districts. Data from a statewide study of Pennsylvania for the 1983-1984 school year show a full-scale application. Two equity themes are analyzed. Equalization of fiscal outcomes calls for equal expenditures among all students; fiscal neutrality holds that the quality of education may not be a function of wealth and that fiscal outcomes may vary according to local willingness to pay. The goal of "ex ante" fiscal neutrality is equalization in districts' earning ability. "Ex post" fiscal neutrality concerns making the funding of poorer districts equal to that of wealthier districts. Measures of equity among the 10 school districts are presented in 5 tables of data. Variables are revenue per pupil, instructional expense per pupil, tax rate, and wealth per pupil. Results indicate that neither "ex ante" fiscal neutrality nor "ex post" fiscal neutrality demonstrates a relationship to tax effort or to tax base wealth. In assessing the equity of Pennsylvania's finance system, variables considered included size, population density, percent of white population, and percent of poverty level students. Differences in expenditures per pupil are associated slightly with differences in achievement. (CJH)

ED 275 055 EA 018 905

Stake, Robert E.
Evaluation as Intrusion into Governance. Revised.
PUB DATE- Nov 86
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; *Conflict of Interest; Elementary Secondary Education; Evaluation; *Evaluation Problems; Evaluators; *Governance; *Influences; Organizational Change; *Politics of Education; Program Design; *Program Evaluation; Values
IDENTIFIERS- American Institutes for Research; *Cities in Schools; Stakeholder Evaluation

What many educators see as the assistance of a program evaluation is often an intrusion into the governance of the program being evaluated. Redistribution of authority and control occur not only because evaluation findings support one constituency more than another, but the very act of evaluating affords protective status to the initiators of the evaluation and at-risk status to those under review. Most evaluators try to be fair, but within the framework of a complex ideological milieu, conflicts of interest are inevitable, and evaluation both intentionally and subversively changes the way programs are governed. An example of such intrusion can be seen in the evaluation of the Cities-in-Schools program conducted by the American Institutes for Research. The program, established to help troubled students, was not set up for hypothesis testing and lacked managerial uniformity, record-keeping structures, and other evaluation requisites. Various advocacy groups vied for ideological control of the study. Evaluation needs led to standardizing program operations, hiring new managers, and in other ways preempting not only the procedures but also the purposes of the entire program. Because program governance is always affected to some degree by evaluation, evaluators should openly acknowledge their influence and pledge to minimize its effect. (IW)

ED 275 068 EA 018 919

Goren, Paul; Carriedo, Ruben
Personnel Administration Department Study.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 16 Jul 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Evaluation; Administrators; Elementary Secondary Education; Employee Attitudes; Evaluation Methods; Labor Relations; *Personnel Management; Personnel Needs; Personnel Policy; *Principals; School Personnel; *School Secretaries; *Teacher Attitudes
IDENTIFIERS- San Diego Unified School District CA

This document reports on a study in the San Diego City Schools designed to (1) assess the level of satisfaction that school site staffs derived from the services of the Personnel Administration Department (PAD) and (2) make recommendations for improving PAD services to sites. The report, organized in five chapters, focuses on three major components of the study. After the introduction, chapter 2 describes, analyzes, and interprets data from the survey component: a questionnaire designed to be filled out by one administrator, one teacher, and one classified staff member at each school. Chapter 3 describes, analyzes, and interprets data from the site interview component, in which the study team asked site teachers, principals, vice principals, and secretaries to (1) describe PAD functions, (2) rate the PAD services, (3) make recommendations for improvement, and (4) provide an overall rating for PAD. Chapter 4 identifies common themes that emerged from the 16 in-depth interviews that made up the third study component. Chapter 5 provides a summary analysis and interpretation of all components, identifies common themes, and makes recommendations. Three appendices contain data from the survey and site interview components and sample copies of the site questionnaire, the administrative and information circulars, and the site and in-depth interview protocols. (IW)

ED 275 109 EC 190 635

Oversight of Gallaudet College and the National Technical Institute for the Deaf. Hearing before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session, on Examining the Role These Institutions Play in Services the Federal Government Provides to the Nation's Deaf Students.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-131
PUB DATE- 11 Jun 85
NOTE- 127p.; Parts of the document have small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deafness; Educational Legislation; Elementary Secondary Education; *Enrollment; *Expenditure per Student; *Federal Aid; Federal Regulation; Futures (of Society); Postsecondary Education; *Program Costs; Program Evaluation; Special Education
IDENTIFIERS- *Gallaudet College DC; *National Technical Institute for the Deaf

The document contains the full transcript of a congressional oversight hearing reviewing the accomplishments, current status, and future directions of Gallaudet College and the National Technical Institute for the Deaf (NTID), schools which provide services for deaf students. Presented first is a statement by a General Accounting Office representative giving details of a study which analyzed the per pupil costs and student enrollment of the two schools relative to similar schools serving nonhearing impaired students and also commenting on the Department of Education's oversight of the two institutions. A statement by the the Assistant Secretary for Special Education and Rehabilitative Services regarding the development and funding of the two institutions follows. The status and future plans of Gallaudet College are discussed in a statement by its president, Jerry C. Lee. The history, current status, and future plans of the NTID are reported in a statement by its director, William L. Castle. Responses to questions posed by Senator Lowell P. Weicker, Jr., Chairman of the Subcommittee on the Handicapped, are included after each statement. Also included are written statements by the Director of the National Center on Deafness in California, and the Director of the Program for Deaf Students at St. Paul Technical Vocational Institute. (CB)

ED 275 153 FL 016 051

Krasnick, Harry
From Communicative Competence to Cultural Competence.
PUB DATE- Mar 83
NOTE- 14p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Awareness; *Cultural Education; Educational Objectives; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Materials; *Interaction; *Interpersonal Competence; Second Language Instruction; Teacher Role

Growth of interest in teaching culture within English as a second language (ESL) instruction shows that the basic view of language is changing. However, development of a coherent conceptual framework for teaching culture in ESL has not kept pace with the production of culture-oriented materials. Culture learning is more complex than language learning because (1) learners may belong to groups occupying structurally different positions in society, with differential relationships to the dominant group and culture; (2) cultural rules, contrasted with linguistic rules, are often vague and framed only in terms of preferences, and (3) a homogeneous culture is often difficult to identify. Definitions of culture and culture education vary greatly, but recent work supports the concept that cultural competence and communicative competence are closely related. As a culture learner, the ESL student needs systematic presentation of the major values and norms governing everyday life; as a result techniques such as experiential culture learning, cross-cultural comparison, and viewing culture through metaphor have been suggested. The teacher's attitude toward the relevance of cultural competence is critical. What remains to be formulated is a broad concept of intercultural interactional competence that can be applied in English instruction. (MSE)

ED 274 781 CE 045 094

Hardin, Paula
Generativity in Middle Adulthood.
PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the National Adult Education

Conference (Hollywood, FL, October 1986). Excerpted from an Ed.D. dissertation, Northern Illinois University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; Educational Needs; *Middle Aged Adults; *Midlife Transitions; Postsecondary Education; *Psychological Characteristics; *Self Actualization
IDENTIFIERS- *Generativity

The study described in this paper was conducted to delineate the phenomenon of generativity in middle-aged adults in an attempt to identify its major characteristics, attributes, determinants, and situational or circumstantial variables. Three themes emerged from a literature survey of materials on middle adulthood: the theme of the entry experience, sometimes described as a crisis; the theme of the tasks for this period; and the theme of successful and unsuccessful negotiations in and through this stage. There were 13 study participants, 7 male and 6 female, ranging in age from 41 to 77 and in income levels from $5,000 to more than $100,000 per year, representing various ethnic backgrounds and religious traditions. These individuals were interviewed in depth and observed using the paradigm of phenomenology to perceive and describe generativity as evidenced in their lives. Three general categories of generativity were found: roots of generativity, transition experiences, and maturing generativity. Five conclusions emerged: (1) childhood experiences are not necessarily predictive of adult generative behavior; (2) maturing generativity looks fairly homogeneous; (3) generativity is triggered by a pivotal event; (4) women function as a catalyst for significant others; and (5) the quality of caring essential to generativity includes suffering and joy. (KC)

Rinard, Bonnie F.
Education for Biotechnology.
Center for Occupational Research and Development, Inc., Waco, Tex.
REPORT NO.- ISBN-1-55502-273-1
PUB DATE- 86
NOTE- 48p.
AVAILABLE FROM- Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *Chemistry; *Curriculum Development; *Job Skills; *Paraprofessional Personnel; Postsecondary Education; *Technical Education; Two Year Colleges
IDENTIFIERS- *Biotechnology

A study for a consortium of two-year postsecondary institutions investigated technician training needs in the field of biotechnology. It assessed the need for biotechnicians from 1985 to 1995 and investigated the potential need to develop two-year postsecondary biotechnician curricula. The scope of the project included identification of current and expected applications of biotechnology, identification of potential employers of biotechnicians, establishment of a Biotechnology Task Force on Education to evaluate and interpret study findings, preparation of a preliminary listing of job skills and knowledge required of biotechnicians, and development of a model two-year curriculum in biotechnology. The report contains the listing of biotechnician tasks and a model curriculum. Tentative course descriptions for each course in the curriculum are also provided. Information is presented on tailoring the model curriculum. Appendixes include the survey form, a listing of companies surveyed, a listing of task force members, and survey findings. (YLB)

ED 274 810 CE 045 178

Employ the Project Method. Second Edition. Module C-9 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-230-9

PUB DATE- 86
NOTE- 44p.; For realted modules, see ED 270 587, ED 272 722, ED 272 748, and ED 273 844.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Competence; *Competency Based Teacher Education; *Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; *Student Projects; *Teaching Methods; Technical Education; Units of Study; Vocational Education; *Vocational Education Teachers

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. This module is designed to prepare prospective or inservice teachers to teach by the project method, a method that involves a series of carefully planned projects or a single major project designed to be the focal point for all instruction and instructional planning. The module is intended to assist vocational-technical teachers in determining (1) how this method applies to their occupational area, and (2) what their role should be in implementing this method. Finally, the module is designed to help teachers plan and implement the project method effectively. This module contains three learning experiences to allow students to gain experience in the project method. Each learning experience contains an enabling objective, activities, optional activities, and self-check with answers. The final learning experience requires students to employ the project method in an actual teaching situation and be assessed by a resource person. Examples and resources also are provided in the module. (KC)

ED 274 838 CE 045 222

McCarron, Lawrence T.
Handbook of Entry Level Jobs. A Guide for Occupational Investigation for Administrators, Counselors, Vocational and Special Education Teachers.
East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 707p.
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Order No. SN-102-TG: $17.50).
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Occupations; Allied Health Occupations; Building Trades; Careers; Clerical Occupations; Demand Occupations; Electromechanical Technology; *Employment Opportunities; Employment Patterns; *Employment Qualifications; *Entry Workers; Health Occupations; Metal Working; Sales Occupations; *Semiskilled Occupations; *Service Occupations; *Skilled Occupations; Technical Occupations; Unskilled Occupations

This handbook is intended to provide administrators, vocational counselors, and teachers with a convenient reference of entry-level jobs. The handbook organizes information on over 3,000 jobs into the nine occupational clusters that have been identified by the Department of Labor in the Dictionary of Occupational Titles (DOT). Jobs are organized according to the following clusters: health care; clerical and sales; service; agriculture, forestry, and fishery; industrial processing; machine trades; benchwork; structural work; and packaging, transportation, mining, and miscellaneous occupations. Each job description contains the following basic components: job title and DOT job code number; a lead statement containing information on such topics as worker actions, purpose of worker actions, tools and materials used, product made, and instructions followed; a list of the five main duties performed in the job; functional competencies required of workers in such areas as physical strength, manual dexterity, math and reading grade level, degree of interaction with people, and degree of perceptual discrimination required; and information on any hazardous jobs or unpleasant working conditions associated with the job. Also included are Bureau of Labor Statistics projected employment trends for the 1980s in each of the nine aforementioned occupational areas. (MN)

Hoffman, Janice Sue
Review of the Subliminal Psychodynamic Activation Method.
PUB DATE- Jun 86
NOTE- 57p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Evaluation Methods; Psychiatry; *Psychopathology; *Research Methodology; *Research Problems; Schizophrenia
IDENTIFIERS- *Subliminal Psychodynamic Activation

The subliminal psychodynamic activation method (SPA), used in testing psychoanalytic propositions, has been subject to recent criticisms regarding methodological weaknesses. A review of the literature relating to this method can be helpful in determining the validity of these criticisms and the potential usefulness of the SPA method in testing such theoretical constructs as intrapsychic conflict and wishes for merger. A critical examination of such methodological elements as measures used to assess changes in psychopathological symptomatology and the specific stimuli used to effect these changes revealed that methodological weaknesses do exist, particularly in relation to the measures used to assess the effects of subliminal stimulation on psychopathological symptomatology and in the comparisons of stimuli. Specifically, in studies with both schizophrenic and nonschizophrenic populations, no validity data were reported in the literature for any of the measures used. In spite of the limitations in interpreting the results of SPA studies, however, the SPA method has been shown to be effective in producing specific results in a variety of diagnostic groups. Additionally, this method has given further evidence of the unconscious nature of intrapsychic processes. In this way, the SPA method has at least given evidence that the pursuit of testing psychoanalytic constructs is a worthwhile and plausible effort with important implications for both the theory and treatment of psychopathological symptomatology. A five-page reference list is provided. (NB)

ED 274 911 CG 019 415

Acampora, Alfonso P., Ed.; Nebelkopf, Ethan, Ed.

Management Issues & Innovation. Chapter 10.
PUB DATE- 86
NOTE- 35p.; In: Bridging Services: Drug Abuse, Human Services and the Therapeutic Community; see CG 019 406.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *Computers; Drug Addiction; *Drug Rehabilitation; Employee Assistance Programs; *Federal Aid; Financial Support; Government Role; International Organizations; *Private Financial Support
IDENTIFIERS- *Therapeutic Communities

This document contains 11 papers from the ninth World Conference of Therapeutic Communities (TCs) that deal with management issues and innovations within TCs. Papers include: (1) "Support or Restriction of TCs: Governmental Interation vs. Self-Reliance" (Richard Pruss); (2) "Governmental Support: A Swedish Perspective" (Lars Bremberg); (3) "Delancey Street Foundation: An Example of Self-Reliance" (Mimi Silbert); (4) "Threat to National Security: Drugs in the Workplace" (Lois Morris and Anthony Miles); (5) "Computer Technology & the TC" (David Kerr); (6) "Automating Quality Control: Residential & Outpatient Settings" (Richard Anderson and G. G. DeAngelis); (7) "EAP Programs Can and Do Work in a TC" (Allen Bray); (8) "What Employee Assistance Programs Expect from Drug Programs" (Larry Levy); (9) "Enterprise in the Non-Profit Zone (Joseph Diament); (10) "TC or TLC: An Identity Crisis" (John Brewster and Jesse Jaramillo); and (11) "The Para-Professional vs. the Professional: Breaking the Barrier" (Logan Lewis). (NB)

ED 274 926 CG 019 430

Thorburn, Phyllis; Meiners, Mark R.
Nursing Home Patient Outcomes: The Results of an Incentive Reimbursement Experiment. Long-Term Care Studies Program Research Report.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.

REPORT NO.- DHHS-PHS-86-3400
PUB DATE- Aug 86
NOTE- 12p.; For related document, see ED 273 911.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Incentives; *Medical Services; *Nursing Homes; *Older Adults; *Patients
IDENTIFIERS- *Long Term Care; *Medicaid

A major demonstration and evaluation project was undertaken to study the consequences of using incentive payments to change admission, discharge, and outcome patterns for Medicaid patients in nursing homes. Thirty-six proprietary, Medicaid-certified, skilled nursing homes in San Diego County with a combined Medicaid inpatient census of approximately 3,600 residents participated. Baseline data were collected from November 1980 through April 1981. Homes were then assigned to either a control group or a treatment group. During the next two years, an incentive reimbursement system was employed in paying for care in nursing homes in the treatment group. The results of the outcome-incentive component of the study revealed no statistically significant differences in patient outcomes, as measured by goal achievement, between treatment and control facilities. There was no evidence that goal-related reimbursement incentives improved patient outcomes. The results do suggest that goals related to clearly defined conditions are the ones most likely to improve patient outcomes. Incentive reimbursement may still prove effective if it is limited to certain clearly delineated conditions. If this is true, incentive reimbursement could be used to supplement rather than replace other approaches to quality assurance in nursing homes. (NB)

ED 274 941 CG 019 445

Abolishing the Office of Juvenile Justice and Delinquency Prevention. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, Second Session on Freezing Fund Which Congress Has Mandated for Certain Vital Juvenile Justice Programs.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg.-99-734
PUB DATE- 5 Mar 86
NOTE- 274p.; Serial No. J-99-90. Document contains small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Compliance (Legal); Delinquency Prevention; *Federal Aid; Federal Regulation; *Financial Support; Hearings; Justice; Legal Problems; *Youth Programs
IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Senate hearing called to inquire into the procedures used by the administration to freeze funds which had been mandated by Congress for juvenile justice programs. In opening statements, Senator Arlen Specter called the administration's actions illegal and Senator Jeremiah Denton stressed the need for adequate funding for juvenile justice. Opening statements are also included from Senators Simon and McConnell. Alfred S. Regnery, administrator from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), United States Department of Justice, presents the position of the executive branch in this matter. The legal issues of freezes and rescission notices are debated. A. L. Carlisle, chairperson of the National Coalition of State Juvenile Justice Advisory Groups, and Marvin Wolfgang, professor of criminology and law from the University of Pennsylvania, testify about the freezing of Juvenile Justice and Delinquency Prevention Act (JJDPA) funds by the Department of Justice. Donald Mathis, project coordinator of the Centinela Valley Juvenile Diversion Program testifies about the need for JJDPA funds to help support his program. Dean Dickson, executive director of the Mid-Atlantic Association of Youth Services, testifies that the proposed rescission of all fiscal year 1986 funds for the OJJDP would impose a hardship on existing and proposed juvenile justice programs. An extensive set of letters and other materials submitted for the record are included. (NB)

ED 274 997 CS 210 118

Balajthy, Ernest
Do Writers Really Revise? Encouraging Unnatural Acts in Your Classroom.
PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Conference on Language and Literacy (Geneseo, NY, August 11-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developmental Stages; Elementary Secondary Education; *Evaluation Methods; Higher Education; Peer Evaluation; *Revision (Written Composition); *Teaching Methods; *Writing Evaluation; Writing for Publication; *Writing Instruction; *Writing Processes
IDENTIFIERS- Teacher Student Conferences; Writing Attitudes

Unless students have an appropriate attitude toward revision--the keystone of the writing process--teachers who institute writing process approaches face frustration and failure. Implementing the following suggestions may help increase revision in the classroom. First, while the mature writing process is not strictly linear, students developing writing ability need to focus on one aspect at a time in order to avoid cognitive overload and subsequent writer's block and apprehension. As children's writing abilities develop, the perceptive teacher can encourage greater interaction among the process stages. Second, the early steps of the writing process must focus on content and structure rather than on mechanics. Teachers should clearly differentiate between early revision steps and the later step of editing. Third, a great deal of in-class time should be provided for revision, and this includes flexible due dates. Fourth, publication of student works with techniques such as dramatizing students' stories or sponsoring authors' days and writers' conferences will instill pride in their writing and reinforce the benefits of revision. Fifth, conferences between student and teacher best teach students how to use appropriate self-questioning of content and structure during revision. As students internalize initial enforcement, supportive feedback and direct instruction in the types of questions to ask they will become better able to revise their own compositions. (A general editing checklist, self assessment revision questions, and conference question types are included.) (HTH)

ED 275 041 EA 018 890

Hooper, Susan; Gregory, Gwendolyn H.
AIDS and the Public Schools. Leadership Reports, Volume 1.
National School Boards Association, Alexandria, VA.
PUB DATE- 86
NOTE- 61p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($15.00 prepaid; shipping and handling charges will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Board of Education Policy; *Communicable Diseases; Court Litigation; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Legal Problems; Legal Responsibility; Policy Formation; Public Health; Public Opinion; School Safety; State Legislation
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This report reviews the essential medical facts concerning Acquired Immune Deficiency Syndrome (AIDS), the legal implications of AIDS in the school setting, and school board policy responses to AIDS. The report begins with an introduction that clarifies the extent of the problem posed to schools by AIDS and identifies the kinds of information with which school leaders should be acquainted. The next section of the document reviews the medical facts, establishing what AIDS is, what is being done to fight it, and who gets it; citing recommendations from the medical community concerning persons with AIDS in the school setting; and noting the importance of educating the public about AIDS. Legal factors are considered in the document's next section. These factors include the impact of federal laws and regulations on responses to AIDS; the findings in court cases involving AIDS in schools; state laws; and individual rights. The final section of the report discusses school policy problems posed by AIDS and provides examples from the policies of districts throughout the nation. Advice on policy development is also provided. (PGD)

ED 275 082 EA 018 935

Turnbaugh, Ann

Discipline: Three Views.

National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 7p.
GRANT- OERI-G-86-0007

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Behavior Problems; Discipline; *Discipline Policy; *Educational Environment; Educational Innovation; *Program Effectiveness; *Rural Schools; Rural Urban Differences; School Community Relationship; Secondary Education; Secondary School Students; Student School Relationship; *Urban Schools

This resource bulletin provides an overview of creative disciplinary programs in rural, suburban, and urban school settings through interviews conducted with administrators in 1986. Principals interviewed in urban settings expressed concern about student gangs and safety. In rural schools, administrators stated that community cohesion and geographical isolation reduce certain behavior problems. In suburban settings, a major concern is stress management for students. Such differences in disciplinary concerns demonstrate that varying contexts require diverse approaches. Interviewers were frequently told that a program with a clear rationale based unequivocally on fairness seemed the most effective; that involvement of staff, students, and parents in structuring discipline procedures is an integral portion of effective management programs; and that access of parents to the school and cooperative dialogue is essential. Although administrators expressed variation in personal style, themes common among each setting were discovered. Rural schools facilitate management through community and familial ties. Urban and suburban schools work harder to build these links to facilitate the entire disciplinary process. Administrators consistently spoke of their desire to motivate students toward self-discipline; however, institutional responses must be fashioned within a system of fairness that allows students to take responsibility for their actions. A literature sample and names of contact organizations are provided. (CJH)

ED 275 138 FL 016 036

Smith, Frank
The Promise and Threat of Microcomputers for Language Learners.
PUB DATE- Mar 83
NOTE- 19p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Computer Uses in Education; *English (Second Language); Foreign Countries; Grammar; Instructional Innovation; Language Acquisition; Language Patterns; Learning Processes; *Microcomputers; Second Language Learning; Vocabulary Development; *Word Processing

Miniaturized computer technology can raise both language and education beyond the current capacity to understand. Children's learning is more complex, powerful, and subtle than it is usually given credit for, and language is more elaborate and intricate than is generally realized. Computers must be used carefully, but they offer many possibilities, largely unexplored. They do not necessarily isolate individuals in their learning tasks, but can dissolve the walls of the classroom, collapse space and time, and bring people together in dramatic new ways. Computer capabilities, particularly word processing, provide such options as joint authorship, networking, and long-distance communication and collaboration through cross-cultural letter writing. Teachers must learn to use computers, and take advantage of the creative and interactive potential of computer technology. But they must also decide and assert the way computers will be used in education. (MSE)

ED 275 169 FL 016 073

Klein-Braley, Christine

Advance Prediction of Difficulty with C-Tests.

PUB DATE- 84
NOTE- 18p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cloze Procedure; Difficulty Level; English (Second Language); Foreign Countries; German; *Item Sampling; *Language Tests; Predictor Variables; Second Languages; *Test Construction; *Testing Problems; *Test Items
IDENTIFIERS- *C Tests; West Germany

This report investigates the selection of appropriate texts for C-Tests, a modified form of the cloze test, for assessing second language learning. The procedure for textbook readability first involved the administration of different texts to sample groups to determine the C-test difficulty of individual texts. At the same time, a variety of different indices for each text were calculated. The indices were based on the texts' sentence lengths and the specific problems of the native German-speaking students in understanding the texts. The results were validated in subsequent test administrations to learners of German as a second and as a foreign language and with two groups of German and Finnish learners of English as a second language. It is concluded that this method is useful for predicting the difficulty of a text for use in C-Tests, and that the results imply the existence of absolute text difficulty (C-processing difficulty). This method may also serve as a new statistical model for examining the relationship between C-processing difficulty and the learner's position on the language learning continuum. (MSE)

Clinician's Choice: Favorite Activities for Speech and Language.
Communication Skill Builders, Tucson, AZ.
REPORT NO.- ISBN-0-88450-935-4
PUB DATE- 85
NOTE- 88p.; Compiled by the editorial and consultant staff of Communication Skill Builders.
AVAILABLE FROM- Communication Skill Builders, 3130 N. Dodge Blvd., Box 42050, Tucson, AZ 85733 (Catalog No. 7011, $9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Speech); Elementary Secondary Education; *Instructional Materials; Language Acquisition; *Language Arts; *Language Handicaps; *Learning Activities; Preschool Education; Resource Materials; *Speech Therapy; Vocabulary Development

Presented in this manual are 50 practitioner-contributed speech therapy activities for students from preschool through secondary levels, structured according to the following format: grade level, objectives, materials needed, and procedures. Half of the activities give students practice in articulation, while the other half are language activities (e.g., vocabulary building, pragmatics, carrying out directions, and producing syntactically correct questions). Reproducible materials such as gamesheets and patterns are included. (JW)

ED 275 124 EC 190 906

Braille Instruction and Writing Equipment: Reference Circular 86-3.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Mar 86
NOTE- 21p.
AVAILABLE FROM- Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Assistive Devices (for Disabled); *Blindness; *Braille; *Courses; *Instructional Materials; Interpreters; Interpretive Skills; Sensory Aids; Tactile Adaptation; *Visual Impairments

This reference circular lists selected braille instructional materials and braille writing equipment and supplies currently available for purchase. A total of eight braille code books, seven instruction manuals for braille transcribing, and 17 instructional manuals for braille reading are listed. Suggestions are presented about braille instruction courses available through volunteer groups, through correspondence courses, and through colleges and universities. Sources are listed for obtaining braille writing equipment and supplies, such as braille writers and accessories, braille erasers, slates, and styluses; braille writing paper, braille binders, file cards, notebooks, and labels. Addresses of all sources are listed. (CB)

ED 274 825 CE 045 196

Blackmore, Jill
Schooling for Work: Gender Differentiation in Commercial Education in Victoria, Australia, 1935-1960.
PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; Clerical Occupations; *Clerical Workers; Females; Foreign Countries; Human Capital; *Job Training; *Office Occupations; Office Occupations Education; Postsecondary Education; Secondary Education; *Sex Differences; *Sex Discrimination; *Vocational Education
IDENTIFIERS- *Australia (Victoria)

Implicit in the human capital approach of 20th-century educational rhetoric in Australia was the belief that schools imparted vocationally useful cognitive skills beyond basic literacy and numeracy. These skills were believed to be transferable to the workplace and to increase the productivity of the individual to the benefit of society. For girls, the vocational preparation was more vocationally specific and trained them in skills transferable immediately to the work force. Girls were encouraged to make curriculum choices within the limited number of occupational positions and societal roles regarded as suitable for women. Job-specific training was complementary to the overall ideology of domesticity by providing skills for short-term employment prior to marriage. Development of commercial education in the state system opened up clerical work to the increasing number of youth staying on at school. The rapid expansion of secondary education facilitated the upward social mobility of the middle class. Young workers also benefitted from the salary rises and increased opportunities for advancement in what was considered higher status white-collar work. (YLB)

ED 274 895 CG 019 399

Mecham, Robert C.
Job Evaluation: Pay Equity Problem or Solution?
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Employment Practices; Equal Opportunities (Jobs); *Salaries; *Salary Wage Differentials; *Sex Differences; *Wages

It has been hypothesized that current methods of determining pay rates value the characteristics of jobs held primarily by men differently than the characteristics of jobs held primarily by women, resulting in lower earnings for women. A policy capturing approach using numerically rated job characteristics (PAQ data) was applied separately to the earnings of both men and women to determine which work behaviors were predictive of the earnings of each group. Resulting "male" and "female" job evaluation models were found to place occupations in essentially the same pay hierarchy, casting doubt on the hypothesis. It appeared that current systems in general use for valuing occupations contained little, if any, gender bias and were relatively neutral in their effects on the earnings differential. However, women were found to have lower representation in the higher paying positions within occupations and to be employed in somewhat greater proportions in occupations which paid less. Younger women were also found to earn about the same as older women while older men earned substantially more than younger men. Consequently, the earnings differential increased with worker age. (Author)

ED 274 957 CS 008 567

Farren, Sean; Todd, Mary
Adult Literacy and Adult Basic Education in Northern Ireland--10 Years On.
PUB DATE- Sep 86
NOTE- 12p.; Paper presented at the Annual Conference of the Reading Association of Ireland (11th, Dublin, Ireland, September 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Adult Basic Education; *Adult Literacy; Adult Programs; Enrollment Trends; Foreign Countries; Instructional Materials; *Literacy Education; Program Administration; Program Attitudes; Program Design; *Program Evaluation; *Reading Research; Teaching Methods; Tutorial Programs
IDENTIFIERS- *Northern Ireland; Tutor Training

A study investigated the ways in which the provision for adult literacy in Northern Ireland has developed since 1975. Questionnaires were circulated to program organizers, tutors, and other personnel to determine (1) enrollment patterns, (2) program organization and the evolution toward "adult basic education," (3) personnel resources and training, (4) teaching methods and materials, and (5) the program organizer's role. Results indicated that the program enrollments increased dramatically over the 10-year period and that program organization made a marked movement away from home-based toward group-based instruction. Findings also showed that while the use of trained volunteer tutors was a financial necessity, their poor attendance record caused considerable disruption. Though many organizers were found to be full-time staff, data suggested that most wanted to be rid of their adult literacy responsibilities after a relatively short period of time--possibly because there was little recognition or opportunity in the duties. Findings also revealed organizers' need for a clearer definition of "adult literacy." The study suggests that programs should use a more purposeful, developmental approach in the future. (Tables of data are included.) (JD)

ED 274 985 CS 210 082

Strong, William
Creative Approaches to Sentence Combining.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-0883-0
PUB DATE- 86
NOTE- 94p.; TRIP: Theory & Research into Practice Series.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08830, $5.25 member, $7.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Middle Schools; *Sentence Combining; *Teaching Methods; *Theory Practice Relationship; Writing Improvement; *Writing Research
IDENTIFIERS- O Hare (Frank)

Summarizing the wealth of recent research on sentence combining as an effective method of teaching students to tighten and vary their written sentences, this booklet explains how and why sentence combining works. The first half of the booklet provides background information on sentence combining, exploring the basis for the claim that sentence combining enhances sentence writing by drawing on built-in linguistic competence, and arguing for a much broader definition of sentence combining. This section also discusses seven instructional issues concerning the use of sentence combining, and lists ten assumptions that seem to underlie the sentence combining approach. The second half of the booklet outlines many ways to use sentence combining in the writing class. This section first deals with cued sentence combining, of the kind popularized by F. O'Hare, then shows how open exercises might be introduced and used in a middle school classroom. It also deals with such practical matters as orchestrating in-class projects, handling "mistakes," and creating various types of sentence combining. The focus then shifts to a variation of pattern practice that may help special students, topics such as grammar, usage/mechanics, and sentence economy. Finally the section moves into arenas more explicitly rhetorical--style, recombining, and generative exercises, the problem of context, and analytic activities of different kinds. (HTH)

ED 275 056 EA 018 906

Lilly, Edward R.
Implementation of Computer Based Management Information Systems: A Behavioral Perspective.
PUB DATE- Nov 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; *Computer Literacy; *Computer Uses in Education; Database Management Systems; Data Processing; Decision Making; Elementary Secondary Education; Improvement Programs; Information Needs; Information Technology; *Management Development; *Management Information Systems; *User Needs (Information)

In the past decade significant advances have taken place in the development of management information systems (MIS) to support managerial decision making. Recent literature has shown, however, that educators have yet to make full and efficient use of these computer-based systems. A number of authors have discussed factors that may affect administrative use of the MIS. These variables are: (1) the quality and character of the MIS; (2) the decision environment, which includes organizational influence and cost/value considerations; and (3) the confidence of the administrator. Because most technological difficulties with MIS were largely overcome during the 1970s, focus is shifting to examining behavioral issues critical to effective use of MIS by decision makers. Learning theory suggests that successful implementation of MIS can be accomplished by making administrators active participants in their learning. New strategies for implementation include (1) involving the administrator in the system's development and testing, (2) making the administrator part of the facilitating team, (3) holding training sessions outside of the regular workplace, and (4) including "hands on" operations of computer terminals. Six figures are included, and a one-page bibliography is appended. (IW)

ED 275 069 EA 018 920

Duke, Daniel L.; Stiggins, Richard J.
Teacher Evaluation: Five Keys to Growth.
American Association of School Administrators, Arlington, Va.; National Association of Elementary School Principals, Alexandria, VA.; National Association of Secondary School Principals, Reston, Va.; National Education Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8106-1536-3
PUB DATE- 86
NOTE- 54p.
CONTRACT- 400-83-0005
AVAILABLE FROM- NEA Publications Order Department, Academic Building, Sawmill Road, P.O. Box 509, West Haven, CT 06516 (Order No. 1536-3-00; $6.95 prepaid; shipping and handling charges will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; Administrator Role; Board of Education Policy; Data Collection; Data Interpretation; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Feedback; Questionnaires; *School Law; *Self Evaluation (Individuals); Teacher Attitudes; Teacher Characteristics; *Teacher Evaluation; *Teacher Improvement

This guide, written for teachers and administrators wishing to introduce evaluation systems that promote continued teacher growth and enhance school effectiveness, suggests that meaningful change requires a clear understanding of what is already in operation, substantial skill development, and adequate resources for the duration of the change cycle. Rather than prescribing a single route to success, the guide offers examples of different evaluation experiences, describes possible evaluation courses, and, in separate chapters, offers five keys to effective evaluation: teachers, evaluators, performance data, feedback, and context. A subsequent chapter examines the important attributes of these keys in more detail. The guide concludes by offering two scenarios for success and a discussion on evaluating existing evaluation procedures, improving the teacher evaluation environment, and upgrading evaluation skills. An appendix includes a teacher evaluation experience questionnaire and a questionnaire for evaluators' self-examination. (IW)

ED 275 154 FL 016 052

Buckheister, Patrick B.; Fanselow, John F.
Do You Have the Key?
PUB DATE- Mar 83
NOTE- 8p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Class Activities; *Classroom Communication; Classroom Techniques; Cognitive Processes; Comparative Analysis; Context Clues; Elementary Secondary Education; *English (Second Language); Error Patterns; Inferences; *Questioning Techniques; *Responses; Second Language Instruction

The technique individuals use to narrow the possible responses in "solicits" (demands, requests, or questions requiring a response) in and outside the classroom often helps to avoid miscommunication and can be a useful tool for classroom teachers. A narrowing exercise was completed by 35 classes of native English and English as a second language (ESL) speakers. Transcripts of verbal exchanges among these groups indicate five characteristics of narrowing: space-shape-size, differentiation, label, attribute, and acceptability characteristics. The study shows that teachers can avoid miscommunication by remaining consciously aware of the need to make clear and understandable requests and demands of students. Factors which alter the effectiveness of solicits include content, context, setting, and source of the request. Classroom efforts to improve solicit effectiveness can only improve relationships among students and their teachers. (TR)

ED 274 782 CE 045 096

Reischmann, Jost
Learning "en passant": The Forgotten Dimension.
PUB DATE- 23 Oct 86
NOTE- 15p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Students; *Attitude Change; *Educational Attitudes; Learning Theories; *Lifelong Learning; Postsecondary Education; Program Improvement; *Student Role; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Informal Education

"Lifelong learning" often has the connotation of "lifelong schooling," an activity planned and organized by specialists for others. In contrast, "lifelong learning" can be understood as the description of a continuous life process, including not only formal and self-directed intentional learning, but also unintentional, but nevertheless important and effective learning. Adult educators must face the reality of this learning and widen their concept of learning. "Lifelong learning" should not, therefore, be used as an activist's banner for getting people into classes. Professionals in adult education should recognize that they cannot set themselves up as the "gurus" of learning, thereby making students dependent on them. Rather, adult educators must accept that learning is the students' business, and face the reality that all people learn lifelong, with or without educators and programs. This approach to the perception of learning offers a wider range of understanding and intervention. Reflecting on this wide concept of learning helps adult educators in formal settings to take off the professional blinders that focus their attention on the teaching activity through which they can impose their will, knowledge, or skill upon others. Observing thoroughly the learning of adults will lead to a truly mature "adult" education, a shift in emphasis from teaching to learning. (KC)

ED 274 796 CE 045 159

Langberg, Robert
Work Experience and Income of Male Veterans and Nonveterans in 1981.
Veterans Administration, Washington, DC. Office of Information Management and Statistics.
REPORT NO.- RSM-70-84-2
PUB DATE- Jan 84

NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; *Employment; *Income; *Males; *Veterans; *Work Experience

The work experience and income of male veterans, aged 20 years and over, were compared with that of their nonveteran counterparts for the calendar year 1981. Analysis of the data provided by the Census Bureau showed that a larger percentage of male veterans than of their nonveteran counterparts, 64 percent and 56 percent, respectively, worked full-time all year round during 1981. As a result, veterans had a higher overall median income than nonveterans. Age differences between the two groups, however, accounted for much of this disparity in income and work experience. Veterans comprised an older group than nonveterans, and consequently fewer of them were at the ages that are at greatest risk of being totally or partly unemployed during the year. (In addition to two tables and four figures within the text of the report, 10 tables are appended that present in greater detail the data discussed in the text.) (YLB)

ED 274 811 CE 045 179

Pawasarat, John; Quinn, Lois M.
Research on the GED Credential and Its Use in Wisconsin.
Wisconsin Univ., Milwaukee, Employment & Training Inst.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Aug 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission Criteria; Adult Education; College Students; Educational Certificates; *Employment Practices; *High School Equivalency Programs; Postsecondary Education; *Reading Achievement; *Student Attrition; Student Certification
IDENTIFIERS- *General Educational Development Tests; *Wisconsin

A 2-year study examined the use of the General Educational Development (GED) credential and its use in Wisconsin. Reading scores were located for GED holders applying to the University of Wisconsin-Milwaukee and the Milwaukee Area Technical College (MATC) and for persons on general assistance (welfare) in Milwaukee County. In all cases, there were GED holders with high school and above reading levels as well as substantial numbers who could not read at a high school level. A review of the performance of all GED holders who entered the 13 universities of the University of Wisconsin system found that GED holders had serious retention problems and few graduated. The performance and graduation rate of GED holders at MATC were similar to those of high school dropouts. Admissions officers at postsecondary institutions were usually satisfied with the preparation of GED holders who met other requirements. A survey of Wisconsin employers indicates that the GED credential is well received and considered by most to be equivalent to a high school diploma. Six changes in GED policy were recommended, including raising the minimum age for testing to 18.5 years, requiring GED applicants to demonstrate 10th-grade reading and mathematics skills, and developing a "second chance" diploma for high school noncompleters. (YLB)

ED 274 854 CE 045 251

Sellers, Lucille A.
Improving Vocational Guidance and Counseling by Developing Career/Vocational Assessment Program. Vocational Guidance and Counseling Project. Final Report August 1, 1985-May 30, 1986.
Loudoun County Public Schools, Leesburg, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 21 Jul 86
NOTE- 31p.
CONTRACT- VA-86-II3-GC-001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Awareness; Career Choice; Career Counseling; Career Education; *Career Exploration; *Career Guidance; High Schools; *Program Development; *Vocational Evaluation; *Vocational Interests

A career/vocational assessment program with four participating high schools was developed. The major goal was to provide students the opportunity to identify and explore their specific vocational interests and opportunities. The target population consisted of 222 ninth-graders who were prevocational students or who had expressed an interest in vocational education. Students were administered the Harrington O'Shea Interest Inventory. Scores were correlated using the Guidance Information System (GIS). Each student received a listing of occupations related to their identified interests and researched career groups using GIS, the Virginia VIEW, and other career materials. Results of the assessment and career exploration activities were used as an advisory tool in decision making for course selection and vocational planning. During individual counseling sessions with each student, the project and project results were discussed. Inservice workshops were provided for teachers, counselors, and administrators. (Appendixes, amounting to approximately two-thirds of the report, include the pre/post questionnaire and results for each school.) (YLB)

ED 274 868 CE 045 325

Shelly, Richard W.
Microcomputer Applications in Secondary Health Occupations Education: State of the Art.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 85
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; Administrator Attitudes; Allied Health Occupations; *Allied Health Occupations Education; *Computer Assisted Instruction; *Courseware; Educational Practices; Instructional Materials; Medical Record Technicians; *Microcomputers; Nursing Education; Physical Disabilities; Secondary Education; Special Education; State of the Art Reviews; Teacher Attitudes; Vocational Education
IDENTIFIERS- Special Needs Students

A study was undertaken to identify the different ways and the extent to which microcomputers are being used in secondary health occupations education (HOE) programs, the amount and types of applicable software and level of support for microcomputer-based HOE, and available literature reflecting or supporting the development of computer-assisted instruction in HOE. Data were collected from a literature review and surveys of 180 vendors of microcomputers and related courseware and 150 teachers and 35 supervisors of HOE programs. It was discovered that although commercially produced software that is appropriate for use in secondary HOE programs does exist, the selection is quite limited. Commercial educational software developers were largely unaware of the existence of a need for HOE courseware, and most HOE teachers surveyed were unaware of the magnitude of the software gap that exists in HOE. No single commercial software development company whose primary focus was HOE software was found. Drill-and-practice software was used most frequently, whereas simulation courseware (the one that appeared to be the most effective) was the least used and least available. Only 1 in 10 teachers surveyed was using microcomputers in an HOE program. (This report includes a taxonomy of microcomputer software for HOE teachers, a 67-item reference list, and appendixes containing the letter sent to vendors to solicit information for the study and the teacher and supervisor survey instruments.) (MN)

ED 274 912 CG 019 416

Statement of Stephen S. Trott, Associate Attorney General, United States Department of Justice before the Select Committee on Narcotics Abuse and Control. House of Representatives concerning the Federal Government's Present and Future Efforts in Eradication, Interdiction, Law Enforcement, Education and Treatment.

Department of Justice, Washington, D.C.

PUB DATE- 3 Oct 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Crime; *Drug Legislation; *Federal Government; *Illegal Drug Use; *Law Enforcement
IDENTIFIERS- Congress 99th

Testimony of Associate Attorney General Stephen S. Trott on the federal government's present and future efforts in drug law enforcement before the Congressional Select Committee on Narcotics Abuse and Control is presented in this document. Three topic areas are included in the testimony. The first topic of management initiatives discusses organizational improvements and coordination of federal efforts, overall resource commitments, and intelligence capability. The second area discussed concerns accomplishments of the Drug Enforcement Administration, the Federal Bureau of Investigation, and drug task forces. Testimony is also given on the recent enforcement initiatives Operation BLAST FURNACE and Operation ALLIANCE. The third area of testimony includes future drug policy board and legislative plans. The testimony concludes by noting the expansion of resources devoted to drug enforcement, organizational improvements, and newly created law enforcement initiatives. (ABL)

ED 274 927 CG 019 431

Beuhring, Trisha
Designing a New Job Evaluation System Based on Employee Input.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
AVAILABLE FROM- University of Minnesota Personnel Dept., 1919 University Ave., St. Paul, MN 55112 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Evaluation Methods; *Job Analysis; *Personnel Policy; *Salary Wage Differentials; *Sex Fairness; Skill Analysis; Work Attitudes
IDENTIFIERS- *Job Evaluation

A job evaluation system was designed and implemented by a college's personnel department using a "point dash factor" method for evaluating jobs. Employees made the major decision about which criteria should be used to rate job difficulty and how much weight each criterion should carry. Employee input was solicited through committees formed around occupations, a resolution committee comprised of representatives of the occupational committees, and a general mail survey of employees. After committees had formulated criteria, the criteria were further evaluated for bias, usefulness, and validity. The selected criteria were assigned to nine clusters and then submitted to the employees for weighting. Ratings assigned by the employees were then subjected to further reliability and validity tests including the measure of correlation to current salary grade. Results of the job evaluation procedure were then used to determine if pay inequities existed between female-dominated jobs and male-dominated jobs of similar difficulty. This was necessary in order to comply with state law. Although many female-dominated jobs were underpaid, others were not. Some male-dominated jobs were also not paid equitably. Salary adjustments will be made according to these guidelines with a supplementary procedure being used for documented recurring problems due to new lower salary ranges. The new point system will be used for classifying new jobs and reclassifying old ones. (ABL)

ED 274 971 CS 209 969

Ganz, Alice

Writers Making Meaning: How Do Young Writers Shape Experience within the Writing Process?

SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 84
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Child Development; *Cognitive Development; *Content Analysis; *Developmental Stages; Grade 2; Primary Education; *Social Development; Student Experience; *Writing Instruction; *Writing Processes

An examination of the journal writing of 14 second graders during one school year reveals the evolution from egocentricity, with the work of one student serving as a model against which similarities and differences in the growth patterns of the other students are measured. The students' drawings and writings reflect their learning about the world and their relationship to it. The egocentric young writers touch on the emotional, social, and cognitive areas of learning, often listing items which interest or confuse them. Later, cause and effect enter into their writing as they formulate questions and concepts, test hypotheses, and experiment with both language and thought in their creative writing. As young writers gain a sense of audience, their egocentrism gives way to sociocentrism and they become aware of public scrutiny. However, peer encouragement and help in the writing process classroom allow young writers to become less self-conscious and explore different modes of expression, taking into account their audiences. Teachers should take care that the making of meaning takes precedence over the correctness of mechanical details and that revision is gently encouraged to preserve the writers' experiences and written expression. (Examples of students drawings and writing illustrate the commentary for each student.) (JK)

ED 274 998 CS 210 121

Chuska, Kenneth R.
Teaching the Process of Thinking, K-12. Fastback 244.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-244-5
PUB DATE- 86
NOTE- 30p.; This publication was sponsored by the Northern Illinois University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Critical Thinking; Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; *Models; Program Development; *Teaching Methods

Noting the lack of definitive information about teaching thinking skills and how they are implemented throughout the year or how they are coordinated among subject areas and articulated along grade levels, this booklet is intended to provide school districts with a successful plan for developing a comprehensive thinking program for grades K-12. The introduction to the booklet outlines six prerequisites for such a program, including a common vocabulary of thinking for all teachers, distinctions between process and product with regard to thinking, and an inservice program to acquaint teachers with the elements of the thinking instruction model. The first section of the booklet discusses conditions necessary for thinking--something to think about, something to think with, some ways in which to think, and something to think for. The next section then presents a five step model for developing a thinking program using the existing K-12 curriculum, and discusses major implications of this model for teaching and learning. The remaining sections of the booklet offer suggestions for implementing the model and for evaluating thinking. (HTH)

Cantrill, James Gerard
Sequential Requests and the Problem of Message Sampling.
PUB DATE- 30 Oct 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Communication (Thought Transfer); *Communication Research; Interpersonal Communication; *Persuasive Discourse; *Sequential Approach; Social Attitudes; *Social Cognition
IDENTIFIERS- *Sequential Requests

S. Jackson and S. Jacobs's criticism of "single message" designs in communication research served as a framework for a study that examined the differences between various sequential request paradigms. The study sought to answer the following questions: (1) What were the most naturalistic request sequences assured to replicate "foot-in-the-door" (progressively reasonable requests) and "door-in-the-face" (an outrageous request followed by more reasonable requests) effects? (2) To what extent did the subjects' perceptions of request-effort and request-novelty collide and result in different compliance probabilities? and (3) How stable were subjects' impressions of the request sequences and to what degree were the subjects in agreement concerning request characteristics? Subjects, 84 intermediate-level speech communication students, were presented with a range of requests involving a number of different target behaviors. Results showed that subjects exhibited different compliance rates and perceptions about the novelty and/or effort associated with requests. However, the extent to which subjects' responses did not follow a pattern suggestive of a systematic convergence or divergence of perceptions associated with the requests could not be entirely accounted for by either dimension alone, or by a simple adaption level explanation. The study achieved a better understanding of which request sequences would be most natural in college situations. (Tables of data and a four-page reference list are included.) (JD)

ED 275 026 EA 018 860

Lacey, Veronica S.; And Others
The Role of In-School Administrators in Bringing About Curricular Change: The Principal's Perspective.
North York Board of Education, Willowdale (Ontario).
PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Curriculum Design; *Curriculum Development; Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; Learning Strategies; Organizational Communication; *Principals; School Organization; Teacher Response
IDENTIFIERS- *4MAT (Curriculum); *Ontario

This paper outlines, from the perspective of three school principals, the complexities involved in implementing a curriculum innovation, "4MAT," begun in Ontario in 1984. Curriculum project considerations include: leadership skills necessary; importance of support systems for principals; role of research; role of the principal; project implementation; and outcomes. Objectives include: raising staff awareness in learning styles; developing 4MAT-based curriculum; implementing 4MAT examples in the classroom; and improving staff communication. The paper reviews outcomes attributable thus far to implemented 4MAT units. Data collection assessed effects of 4MAT on students and the learning environment. Because standardized achievement tests were not appropriate measures for these short-term study units, each 4MAT unit contained a "teacher designed" evaluation component. Future scores could be compared with a control group. Student self-concept and attendance rates may change with this approach. A checklist will document classroom events that represent the four learning styles. Interviews with teachers and students may determine the usefulness of 4MAT. Results so far are that teachers are working together with greater facility and that curriculum is being written more systematically with 4MAT principles. Costs of curriculum change among the three schools have been heavy, but the effort has already paid dividends that will compound in 1986-88 and beyond. (CJH)

Bliss, Jim
Financial Implications of the Excellence/Reform Movement.
PUB DATE- Oct 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of School Business Officials (San Francisco, CA, October 18-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Finance; *Educational Improvement; Elementary Secondary Education; Government Role; Postsecondary Education; School District Autonomy; School Taxes; *State Action; State Aid; State Government; *State Legislation; State School District Relationship; *Teacher Motivation; *Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *Excellence in Education Act 1985 (Missouri); Missouri

State control over education appears to be increasing as a result of state efforts to develop specific programs in response to calls for educational excellence. Missouri's Excellence in Education Act of 1985 was just such an effort and was aimed particularly at improving teaching by attracting and retaining teachers of high quality. The act provides for scholarships for teacher education majors, guaranteed starting salaries, intervention programs, tuition reimbursement for further study, a career ladder, and grants for locally-generated improvement projects. The act also mandates establishment of district policies on student discipline and authorizes an academy for administrators. The act was designed to be phased in gradually from 1985 through 1990 and to cost $177 million in its first 3 years of implementation. Appropriations for funding the act were tied to the state's foundation aid program, and matching funds were required for some programs. Provisions were included to protect local control, enhance early childhood education, encourage participation by teacher groups and legislators in implementation of the act, and monitor teacher quality. (PGD)

ED 275 096 EC 190 621

Smith, Susan J.
Art, Fine Motor, and Cognitive Ideas for Special Education.
REPORT NO.- ISBN-0-88450-938-9
PUB DATE- 86
NOTE- 100p.
AVAILABLE FROM- Communication Skill Builders, 3130 N. Dodge Blvd.,
Box 42050, Tucson, AZ 85733 (Catalog No. 7281, $8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Art Activities; Bulletin Boards; Class Organization; *Classroom Techniques; *Developmental Disabilities; Elementary Education; *Individualized Instruction; *Instructional Materials; *Learning Activities; Manipulative Materials; Perceptual Motor Learning; Time Management

The book's practical classroom strategies and activities are designed to help teachers individualize instruction for children with developmental ages of 3-7 years. Part I offers suggestions for organizing the special educator's schedule and workload (including such topics as reviewing the individualized education program, developing a weekly schedule, homework assignments, and classroom assistance from parents and volunteers). In Part II, suggestions are offered for opening lines of communication in the classroom without increasing the noise level (including sections on the daily schedule, individual "prescriptions," silently requesting help, restroom passes, weekly chore board, and classroom rules). Thirty visual motor learning activities are outlined in Part III, and 18 long-term art projects are described in Part IV. Finally, Part V presents nine hands-on bulletin board ideas that the teacher can adapt to meet various learning objectives. Each activity is arranged according to objectives, materials needed, preparation, and procedural steps. (JW)

ED 275 110 EC 190 636

Revelj, Elizabeth O.
Increasing Fathers' Participation in Therapeutic Intervention Programs for Exceptional Children.
PUB DATE- 85
NOTE- 128p.; Ed.D. Practicum, Nova University. Appendices may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; *Developmental Disabilities; Early Childhood Education; *Father Attitudes; Infants; *Intervention; *Parent Child Relationship; *Parent Participation; *Physical Therapy

In response to a research review indicating that few programs address the father's role in early intervention and preschool programs for the young exceptional child, a three-month practicum was designed which included fathers in physical therapy sessions and in daily home exercise programming for their developmentally disabled children. Practicum goals were to increase fathers': knowledge of early physical development and the importance of and opportunities for father-child interactions; participation in play and caregiving activities with their exceptional children; and responsibility in therapeutic program carryout at home. Implementation involved providing fathers with educational information, rescheduling therapy sessions for fathers' convenience, modeling appropriate physical interactions between children and fathers, and assigning fathers structured exercise programs to implement with their children at home. Of the 14 fathers contacted for participation, 10 attended one therapy session and 9 attended both scheduled sessions. All fathers demonstrated increased knowledge by raising their posttest scores, reporting positive benefits from the experience, and increasing the quality and quantity of interaction time with their exceptional children. Sixty percent of the fathers complied with home exercise tasks and recorded them appropriately. It is recommended that fathers be included in early intervention programs, and that there be frequent contact between the physical therapist and the fathers to ensure continuation of the home program. Appendices include handouts designed for fathers, general guides on early childhood education, instruments for assessing fathers' knowledge and progress, sample responses, and results of interviews with fathers. (Author/CB)

ED 275 125 EC 190 907

Parmenter, Trevor R.
Bridges from School to Working Life for Handicapped Youth: The View from Australia. Monograph Number Thirty-Three.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.

REPORT NO.- ISBN-939986-47-7
PUB DATE- 86
NOTE- 80p.; A product of the International Exchange of Information in Rehabilitation. For related documents, see EC 190 908-909.
AVAILABLE FROM- World Rehabilitation Fund, Inc., 400 East 34th St., New York, NY 10016 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Role; *Disabilities; *Educational Philosophy; *Education Work Relationship; Employment Potential; Foreign Countries; Normalization (Handicapped); Postsecondary Education; Program Descriptions; Secondary Education; Transitional Programs; Vocational Education
IDENTIFIERS- *Australia

The monograph addresses, from an Australian perspective, strategies to help disabled youth make the transition from school to work. The first chapter discusses underlying philosophy and principles (normalization, independent living, self-determination, the role of education in the transition process, and the role of work in adult living). Issues for analysis in the process of transition are discussed in Chapter 2 and include definitions and degrees of handicap, options on leaving regular or special schools, alternatives to competitive employment, youth traineeships, promotion of more flexible working arrangements, parent and community involvement, and personnel preparation. Chapter 3 looks at transitional program strategies at the school level, at the tertiary level of training, and at the level of community living and vocational placement. Over half the monograph contains brief program descriptions of innovative transition programs in Australia, some established by government agencies but most arising from community efforts. A final section provides commentaries of three Americans: G. T. Bellamy, D. Brolin, and M. Peterson. (DB)

ED 275 139 FL 016 037

Enright, D. Scott
The Organization of Interaction in Elementary Classrooms.
PUB DATE- Mar 83
NOTE- 17p.; In: Handscombe, Jean, Ed.; And Others. On TESOL '83. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of Other Languages (17th, Toronto, Canada, March 15-20, 1983); see FL 015 035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Classroom Communication; *Classroom Environment; Classroom Observation Techniques; Elementary Education; *English (Second Language); *Interaction; Large Group Instruction; *Limited English Speaking; *Power Structure; Research Methodology; Second Language Instruction; Small Group Instruction; Teacher Student Relationship

Despite the surrounding controversy, second language instruction for America's language minority children is an important educational issue for continued methodological innovation and examination. The most effective and productive classroom interaction processes and dynamics in bilingual and second language instruction are still not appropriately described. Researchers must work to measure the effects of particular instructional approaches on student learning outcomes and to "unpackage" those approaches and accurately describe what they entail. Using the technological tools of videotaping and the methodological tools of microethnography, researchers are just beginning to construct the detailed, multifaceted description of the processes of classroom interaction, and use it to facilitate second language learning in limited English-speaking children. (MSE)

ED 275 170 FL 016 074

Perkins, Kyle
A Regression Analysis of Direct and Indirect Measures of English as a Second Language Writing Compositions.
PUB DATE- 84
NOTE- 13p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Higher Education; *Language Tests; Regression (Statistics); Research Methodology; *Scoring; Statistical Analysis; *Test Use; *Writing (Composition); Writing Evaluation; *Writing Skills

This study investigates the strength of relationships between direct measures (holistic scores for free writing samples) and indirect measures (the Test of Ability to Subordinate) of attained writing proficiency in English as a second language. Subjects were 67 undergraduate foreign language students enrolled in Basic Composition for Foreign Students at Southern Illinois University. Substantial magnitudes of correlation between the two measures were found. Stepwise multiple regression analysis indicated that both direct and indirect measures of writing accounted for substantial variance in a direct measure variable. Explanations of the remaining variance in the dependent variable are offered, limitations of the study are discussed, and suggestions are offered for future research using this paradigm. (Author/MSE)

ED 274 942 CG 019 446

Getting the Most Out of High School. (Tips on College Planning.)

Michigan State Board of Education, Lansing.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Admissions Counseling; Adolescents; *College Bound Students; College Choice; *College Preparation; *Educational Counseling; Grade 9; Higher Education; *High School Freshmen; High Schools; *Secondary School Curriculum

This booklet presents tips for high school freshmen who plan to go to college after graduation. Reasons are given for students to begin college planning in the ninth grade and the issues of high school classes and money for college tuition are discussed. Basic skills needed in reading, writing, oral communications, mathematics, and reasoning are listed. Types of high school courses to take and the number of years to take them are suggested in the areas of communication skills, mathematics, science, foreign languages, social studies, arts, health and physical education, and electives. A sample 4-year class planning guide is included for completion by the student. Student attitudes, course challenges, and self-discipline are explained, and extracurricular activities are described. The process of college admissions is presented and the importance and timing of grades, classes, career decisions, college choice, standardized tests, and admissions and financial aid applications are described. Sample college planning charts for both college admissions and financial aid are included. (NB)

DOCUMENT RESUME

ED 275 171 FL 016 075

Raatz, Ulrich
The Factorial Validity of C-Tests.
PUB DATE- 84
NOTE- 18p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; Cloze Procedure; Elementary Education; Factor Analysis; *Factor Structure; Foreign Countries; German; Grade 5; Grades (Scholastic); Higher Education; *Intelligence Tests; *Language Tests; Second Languages; *Test Validity
IDENTIFIERS- *C Tests

This study describes the convergent, divergent, and factorial validity of a German C-Test in two parallel versions for German pupils in the fifth grade. The study investigated (1) the correlation between the C-Tests and the school grades in German, grammar, and English and with other language tests (convergent validity); (2) the correlation between C-Tests and intelligence and concentration tests (divergent validity); and (3) the factor structure produced by the tests used and the implications for the factorial validity of C-Tests. It is concluded from the results that despite the limitations of this pilot study, this examination of the C-Tests' factorial validity has produced results similar to those obtained on all previous validity studies of the C-Test, and that a close second-order relationship found between language proficiency and general intelligence is interesting, though not surprising. (MSE)

DOCUMENT RESUME

ED 275 188 FL 016 130

Enkvist, Nils Erik
Coherence, Pseudo-Coherence, and Non-Coherence.
PUB DATE- 78
NOTE- 21p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ambiguity; *Coherence; Cohesion (Written Composition); *Connected Discourse; *Discourse Analysis; *Linguistic Theory; Measurement Techniques; Pragmatics; *Semantics; Surface Structure; Syntax
IDENTIFIERS- Referents (Linguistics)

Analysis of the factors that make a text coherent or non-coherent suggests that total coherence requires cohesion not only on the textual surface but on the semantic level as well. Syntactic evidence of non-coherence includes lack of formal agreement blocking a potential cross-reference, anaphoric and cataphoric references that do not follow their own rules, breaches of collocational restrictions, discrepancies of polysemy or homonymy, discrepancy between referential and metalinguistic meanings, shifts in genericity, violation of normal patterns of placement of old or new information interpreted as a shift of referent, and an unmotivated shift in style. Pragmatic indications of non-coherence include a shift of referent, appearing as a time shift, and explicit or implicit contradiction. Iconic homomorphism results in pseudo-coherence. In semantic terms, a text is coherent if its sentences conform to the picture of a single possible world in the experience or imagination of the receiver, and if this pragmatic unity is signalled on the textual surface adequately for the receiver to grasp the connections. Simple mechanical linking of neighboring sentences must be supported by pragmatic coherence to result in full coherence; otherwise, the text is pseudo-coherent. (MSE)

DOCUMENT RESUME

ED 275 204 FL 016 188

Suwanarat, Manfa; Reilly, Charles
The Thai Sign Language Dictionary, Book One.
National Association of the Deaf in Thailand, Bangkok.
PUB DATE- 86
NOTE- 432p.
LANGUAGE- Thai; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- English; Foreign Countries; *Form Classes (Languages); Grammar; Illustrations; Negative Forms (Language); *Sign Language; *Thai; Uncommonly Taught Languages; Verbs; *Vocabulary
IDENTIFIERS- *Thailand; *Thai Sign Language

A dictionary of Thai sign language outlines and illustrates the vocabulary and structure of the sign language used by the deaf community throughout Thailand. It reflects the Thai lexical structure, with the signs arranged into six basic sign groups (movement verbs, oppositions, negation, verb tenses, dimensions, and a category containing days, colors, questions, miscellaneous vocabulary, and handshapes) with notes on syntax and other structural aspects. Meanings are given in Thai and English and are cross-indexed in Thai and English. (MSE)

DOCUMENT RESUME

ED 275 218 HE 019 513

Carbone, Robert F.
An Agenda for Research on Fund Raising.
Clearinghouse for Research on Fund Raising, College Park, MD.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 38p.
AVAILABLE FROM- Clearinghouse for Research on Fund Raising, 3112 Benjamin Building, University of Maryland, College Park, MD 20742 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Fund Raising; Higher Education; *Institutional Advancement; Philanthropic Foundations; *Private Financial Support; Program Administration; *Research; *School Funds; Staff Role

Directions for investigations on fund raising are offered, with particular concern for educational institutions. Excluded from consideration is donor or prospect research. The long-range goal of developing generalizations about fund raising and the importance of having professional researchers do studies on fund raising are briefly addressed. Four broad categories of studies are suggested: reviews of existing research, studies that deal with philanthropy and the philanthropic environment, studies about fund raisers and their professional activities, and studies concerned with the management of fund raising. Specific types of research include: motivational studies of individuals who make charitable gifts, case studies of the impact of fund raising on higher education institutions, task analysis of the work of fund raisers, evaluation studies of the effectiveness of fund raisers, organizational studies of the manner in which fund-raising efforts are structured and managed, content analysis of materials written and produced to support fund raising, policy studies of government and institutional regulations that affect fund raising, and application of market research techniques to fund raising. Appended is Harvey K. Jacobson's article, "Toward a Network: Problems and Opportunities in Fund Raising Research." (SW)

DOCUMENT RESUME

ED 275 231 HE 019 731

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Agribusiness & Agricultural Production for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 732-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Agribusiness; *Agricultural Production; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 433 faculty in the field of agribusiness and agricultural production are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 26 public and 6 private colleges reported on agriculture/agribusiness faculty salaries, while 30 public and 6 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this discipline increased 18.4% at public colleges and 13.0% at private colleges. The average salary for full-time faculty in agribusiness and agricultural production was below the average of faculty in the other 40 fields (6% below for public colleges and 29% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons of salaries with the 40 other disciplines. The disciplines and participating institutions are listed. (SW)

DOCUMENT RESUME

ED 275 246 HE 019 746

Howe, Richard D.; Carlton, J. Beth

Salary-Trend Study of Faculty in Education Administration for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86

NOTE- 15p.; For related documents, see HE 019 731-769.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Educational Administration; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 541 faculty in the field of educational administration are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 21 public and 5 private colleges reported on educational administration faculty salaries, while 56 public and 10 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.6% at public colleges and 20.8% at private colleges. The average salary for faculty in educational administration was above the average faculty salary in the other 40 disciplines (9% above for public colleges and 6% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

DOCUMENT RESUME

ED 275 261 HE 019 761

Howe, Richard D.; Simmons, David N.

Salary-Trend Study of Faculty in Political Science for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Political Science; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 2,990 faculty in the field of political science are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 136 public colleges and 136 private colleges reported on political science faculty salaries, while 147 public and 133 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 18.0% at public colleges and 17.4% at private colleges. In public colleges, the average salary for political science faculty was about the same as the average faculty salary in the other 40 disciplines, while at private colleges it was one percent higher than the average for the other disciplines. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

DOCUMENT RESUME

ED 275 275 HE 019 793

The Student Guide: Five Federal Financial Aid Programs, '86-'87.
Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; Information Sources; State Agencies; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Supplemental Educational Opportunity Grants

A guide to federal student financial aid programs is provided for students. General information is provided on: eligibility, financial aid, application forms, records needed, the Student Aid Report (SAR), verification by applicants of the information reported on their applications, transfer students, deadlines, addresses where applications are sent and that provide information for dependent and independent students, telephone numbers for asking questions about the application and other federal student aid matters, and student rights and responsibilities. Information is provided on five U.S. Department of Education Programs: Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, National Direct Student Loans, and Guaranteed Student Loans/Parent Loans for Undergraduate Students (PLUS) program. Addresses and phone numbers are provided of state education agencies that provide information on Guaranteed Student Loans/PLUS Loans and state student aid. Agencies in American Samoa, the Pacific Islands, and Puerto Rico are included. For the 10 regions of the U.S. Department of Education, states in each region are identified, along with the addresses and phone numbers of each regional office. A glossary is included. (SW)

DOCUMENT RESUME

ED 275 288 HE 019 808

Theodossin, Ernest
The Modular Market. Studies in Further Education.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-907659-51-9
PUB DATE- 86
NOTE- 138p.
AVAILABLE FROM- The Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Case Studies; College Credits; *College Instruction; College Transfer Students; *Educational History; Educational Objectives; Foreign Countries; Higher Education; *Learning Modules; *Marketing; Program Descriptions; Program Development; Program Implementation
IDENTIFIERS- City of London Polytechnic (England); Hatfield Polytechnic (England); Oxford Polytechnic (England); Scotland; Scottish Action Plan; *United Kingdom; University of London (England)

Origins of modular courses and the module in British postcompulsory education are considered, along with characteristics of modules, credit transfer, five case studies, and marketing in further and higher education. A module is a measured part (or course) of an extended learning experience that leads to specified qualifications. A designated number, and possibly sequence of modules is required, and the group of designated/required modules is known as a program, a program of studies, or a modular-course structure. After identifying characteristics of modules (e.g., size, arrangement, assessment), consideration is given to further higher education public-sector modularization in the 1970s, and the modular debate and modular activity in the 1980s. Institutional and program transfer in Britain and the United States is also addressed. Five case studies that exhibit significant differences in terms of scale, purpose, and age are included: the University of London, the City of London Polytechnic, the Oxford Polytechnic, the Hatfield Polytechnic, and the Scottish Action Plan. The emerging relationship between education and marketing is examined as a context to making conclusions about the role of modularization in United Kingdom colleges and universities. A reference list and a list of acronyms are included. (SW)

DOCUMENT RESUME

ED 275 301 IR 012 360

Laird, John E.; And Others
Chunking in Soar: The Anatomy of a General Learning Mechanism. Technical Report.
Xerox Corp., Palo Alto, CA. Palo Alto Research Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- XEROX-PARC.ISL-13
PUB DATE- Sep 85
NOTE- 48p.; For the Soar User's Manual, see IR 012 361.
CONTRACT- N00014-82C-0067
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Decision Making; *Expert Systems; Heuristics; Learning Strategies; *Problem Solving; *Systems Development
IDENTIFIERS- *Chunking; Macro Operators; *Soar Project

Soar, an architecture for problem solving and learning based on heuristic search and chunking, has been applied to a variety of tasks during the development of the Soar project, the goal of which is to build a system capable of general intelligent behavior. The hypothesis being tested in this aspect of Soar research is that chunking, a simple experience-based learning mechanism, can form the basis for a general learning mechanism. Previous work has demonstrated how the combination of chunking and Soar could acquire search-control knowledge (strategy acquisition) and operator implementation rules in both search-based puzzle tasks and knowledge-based expert systems tasks. This paper provides a new demonstration of the capabilities of chunking in the context of the macro-operator technique and shows how: (1) this technique can be used in a general, learning problem solver without the addition of new mechanisms; (2) the learning can be incremental during problem solving rather than requiring a preprocessing phase; (3) the macros can be used for any goal stated in the problem; and (4) additional generality can be obtained via transfer of learning between macro-operators if an appropriate representation of the task is available. References and a distribution list are provided. (KM)

DOCUMENT RESUME

ED 275 315 IR 012 378

Jones, Paul E.; Wall, Robert E.
Computer Experience and Computer Anxiety: Two Pilot Studies.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Computer Science Education; Educational Technology; *Graduate Students; Higher Education; Multiple Regression Analysis; Personality Measures; Prior Learning; Psychological Studies; Sex Differences; Teacher Education
IDENTIFIERS- *Computer Anxiety; Myers Briggs Type Indicator

Two descriptive pilot studies employed a multi-group and pre- and post-design to analyze the relationship between students' exposure to computers and reductions in their computer anxiety scores and the relationship between the amount of computer exposure to computer anxiety scores. In the first study, standardized measures of computer anxiety and computer knowledge were administered to 21 graduate students in instructional technology and 22 graduate students in education; the Myers-Briggs Type Indicator was also administered to both groups to assess the relationship of personality type with computer anxiety and gain in computer knowledge. Results indicated that the group with continuous exposure to computers showed greater reduction of anxiety scores and higher than predicted scores on a standard measure of computer literacy. The second study measured 127 undergraduates who had little or no previous computer science coursework, all of whom were enrolled in a fundamental computing course (47% males and 53% females). The only measure administered to this group was the Computer Anxiety Index (CAIN). No significant relationships were found between gender and computer anxiety, although the results did lend support to the proposition that there is a significant relationship between computer anxiety and computer experiences/exposure. An 18-item bibliography is included. (DJR)

DOCUMENT RESUME

ED 275 330 IR 051 678

Allen, David B.; Alexander, Johanna
A Document Delivery Alternative for the CSB Library: Using Commercial Suppliers to Supplement Conventional Interlibrary Loan.
PUB DATE- 21 Jul 86
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Delivery Systems; Feasibility Studies; Higher Education; *Information Dissemination; *Information Services; *Information Sources; *Interlibrary Loans; Reference Services; *User Needs (Information)
IDENTIFIERS- California State College Bakersfield

This study investigates the availability and practicality of using affordable commercial document delivery systems instead of conventional interlibrary loan (ILL) to provide California State College, Bakersfield (CSB), Library users with periodical literature from off-site locations. The purpose, limits, conceptual framework, and importance of the study are discussed, and background issues are explored through a review of the development and current operation of CSB's ILL service, an analysis of CSB patrons' external resource demands, a review of the significant professional literature relating to document delivery, an evaluation of the performance of the document delivery segment of CSB's ILL service, and a survey of document delivery suppliers identified as potentially capable of meeting CSB's document delivery needs. Findings are analyzed and interpreted. Conclusions indicate that eight commercial document delivery services have the potential for meeting CSB's document delivery needs and deserve further evaluation and consideration for implementation, and short- and long-term recommendations for further investigation are presented. Supporting documentation is provided in eight exhibits and two appendices. Notes and an extensive bibliography are also provided. (KM)

DOCUMENT RESUME

ED 275 344 IR 051 692

Czopek, Vanessa
The Vertical File.
PUB DATE- Sep 86
NOTE- 10p.; Staff report, Mesa (Arizona) Public Library.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Branch Libraries; Filing; Guidelines; *Indexing; Information Storage; Library Acquisition; Library Collection Development; *Library Materials; Maintenance; Public Libraries
IDENTIFIERS- *Vertical Files

The process of establishing the vertical file for a new branch library is traced; suggestions for making the vertical file a better resource are offered; and guidelines covering the general objective, responsibility for selection and maintenance, principles of selection, and scope of the collection for vertical files are presented. A four-item bibliography provides a listing of relevant material. (KM)

ED 275 345 IR 051 693

Bergin, Joyce Williams
Public Library Services to Preschool Children.
PUB DATE- Nov 84
NOTE- 46p.; M.L.S. Thesis, Texas Woman's University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Childhood Needs; *Educational Background; *Librarians; Library Education; *Library Services; *Preschool

DOCUMENT RESUME

ED 275 358   JC 860 547

Report of the Chancellor's Task Force on Community Colleges.
State Univ. of New York, Albany. Central Administration.
PUB DATE- Jul 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; Articulation (Education); *College Planning; College Programs; *Community Colleges; Educational Assessment; *Educational Finance; Financial Support; *Governance; *Intercollegiate Cooperation; Management Information Systems; State Aid; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *New York

Designed to address major statewide issues and concerns facing the community colleges of the State University of New York (SUNY), this report offers background information, analyzes existing problems, discusses the methods used to investigate each problem, and offers recommendations concerning governance, intersegmental relations, programmatic issues, and funding. Chapter I analyzes the following issues related to college governance: the relationship between college and sponsor, the relationship between the community colleges and SUNY, the role and responsibilities of trustees, and the internal governance processes on campuses. Chapter II explores the relationships among SUNY, the state-operated colleges, and the community colleges, with regard to the following issues: information on the flow of transfer students, outcomes of the SUNY system of community colleges, and transfer articulation. Chapter III examines academic and general programmatic issues, including support for planning and program/service development, information for decision making, professional development, and program responsiveness. Finally, chapter IV looks at issues related to the New York State funding formula for community colleges, including tuition, state support, local support, and total revenue and expenditures per full-time equivalent student. Financial data are appended. (EJV)

DOCUMENT RESUME

ED 275 371 JC 860 560

Community College Fees and Financial Aid.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 86
NOTE- 38p.; Discussed as Agenda Item 4 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, December 4-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance; Educational Legislation; Fees; Policy Formation; State Legislation; *Statewide Planning; *Student Financial Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *California

In 1984, the California State Legislature enacted a mandatory enrollment fee and a new student financial aid program for California community college students and required the Chancellor of the community colleges to study the fee's impact. This report discusses policy options for fees and financial aid and presents preliminary recommendations for the consideration of the Board of Governors of the California Community Colleges (BGCCC). First, background information is provided on the legislative history of student fees in California's community colleges and the prior policies of the California Postsecondary Education Commission and the BGCCC are stated. Next, the two bills constituting current legislative policy with respect to student fees are discussed. After listing the policies recommended by the Master Plan Review Committee, efficiency and equity criteria for determining who should pay for the financing of community colleges are discussed. Next, several principles on which the BGCCC may base specific policy recommendations are suggested, and basic policy options available for consideration are examined. These options are: (1) change termination date of current policies; (2) allow the current policies to terminate as scheduled; (3) continue the current policies; or (4) revise current policies by restructuring the enrollment fee and/or the financial aid program and/or establishing a long-term set of policies. Appendices include information on types of fees charged, an analysis of permissive fees, and revenue estimates for alternative enrollment fee structures. (EJV)

DOCUMENT RESUME

ED 275 385 JC 860 580

Baldwin, Anne

Annual Student Profile Summary Data on Unduplicated Enrollments for the Academic Year 1985-86. Research Report No. 86-30.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Oct 86
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Black Students; College Credits; Community Colleges; Credit Courses; *Declining Enrollment; Degrees (Academic); *Enrollment; Enrollment Rate; *Enrollment Trends; Females; Full Time Equivalency; Full Time Students; Hispanic Americans; Longitudinal Studies; Majors (Students); Males; *Minority Groups; Multicampus Colleges; Noncredit Courses; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students

This enrollment summary provides collegewide and campus-specific data for Miami-Dade Community College (Florida) for 1981-82 through 1985-86. All data are for unduplicated headcounts by the three major variables of credit/non-credit enrollments, semester credits, and credit load. These major variables are matched against factors of ethnicity, degree types, full-/part-time status, age, and residency. Among the trends highlighted in this profile are the following: (1) the declining trend in student enrollment has reversed itself, albeit modestly (0.7%); (2) credit equivalents have increased by 37.8% over the previous 5 years; (3) nearly 50% of the credit equivalent increases in 1985-86 were due to foundation and grant activities on North Campus; (4) over 5 years, occupational credits declined by 18.7%, while occupational credit equivalents exceeded the 5-year peak of 1981-82; (5) steep declines in college preparatory credits were attributable to the removal of English as a Second Language credits in 1982-83; (6) the semester credit to credit-equivalent ratio in 1985-86 was 92.7:7.3 of credits generated college-wide; (7) Black non-Hispanic enrollments decreased 2.3% over the 5-year period; and (8) Hispanic student enrollments rose to 49.2% of the total student population in 1985-86 and carried the heaviest average credit load. (EJV)

DOCUMENT RESUME

ED 275 399 PS 016 049

Schyller, Ingela; And Others
Children and Massmedia in Sweden.
Swedish Broadcasting Corp., Stockholm.
REPORT NO.- ISBN-91-7552-408-2
PUB DATE- Feb 86
NOTE- 34p.; Translation by Charly Hulten.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Translations (170)
DESCRIPTORS- *Adolescents; *Children; Day Care Centers; Foreign Countries; Futures (of Society); Incidence; Mass Media Effects; *Radio; *Reading Habits; Sex Differences; Social Change; *Television Viewing; Toddlers; Videotape Recordings
IDENTIFIERS- Childrens Preferences; *Sweden

Focusing mainly on television, this document provides facts about the mass media world of children in Sweden. Contents concern (1) toddlers and television; (2) viewing among 3- to 8-year-olds, including the number of children viewing, television in day care centers, times at which children view television, and viewing with others; (3) viewing among 9- to 14-year-olds, including how much they view, how many are viewing, sex differences in viewing, children's preferences, and viewing alone or with someone; (4) video viewing; (5) children, youth, and radio; (6) total mass media consumption; (7) understanding and effects, including discussions of children's ability to understand television, the importance of language to understanding, preschool children's lack of perspective on television, effects of television on young viewers, television as a medium for education, why children watch television, including a look at fear, violence, norms, and values; (8) improvement in Swedish children's over-all situation; and (9) television in the future. (RH)

DOCUMENT RESUME

ED 275 415 PS 016 116

Modigliani, Kathy; And Others
Child Care Staff Working Conditions Project: Summary of the Project.
Washtenaw County Association for the Education of Young Children, Ann Arbor, MI.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Qualifications; *Day Care; *Day Care Centers; Early Childhood Education; *Job Satisfaction; Program Descriptions; Program Effectiveness; Salaries; Surveys; *Work Environment
IDENTIFIERS- *Michigan (Washtenaw County)

The goals of the Working Conditions Project were to collect information about child care center staff members and administration in Washtenaw County, Michigan; to identify sources of job satisfaction; and to report administrative practices associated with high commitment to a center by its staff. Results showed that more than 75 percent of the teachers and directors were college graduates and nearly 50 percent of the staff members had high levels of coursework related to child care. The average wage was $6.18 per hour, with few fringe benefits. Child care professionals were paid approximately one-half the salaries of public school teachers with comparable levels of education. Nearly all respondents enjoyed their work, although most staff members worked overtime several hours each week for which they were not paid and did not have breaks (as mandated by law). The majority had been employed at their present workplace for 2 years or less. Major differences existed among various types of programs or sponsorships. Financial subsidies to center budgets were strongly related to better wages, benefits, and working conditions. Several administrative practices related to job commitment were identified. This document includes (1) a summary of the major findings, (2) a fact sheet about child care in Michigan, (3) other related material, and (4) the final report of the findings. (RH)

DOCUMENT RESUME

ED 275 429 PS 016 131

Rice, Mabel L.; Woodsmall, Linda
Lessons from Television: Children's Word Learning when Viewing.
SPONS. AGENCY- Kansas Univ., Lawrence.
PUB DATE- Mar 86
NOTE- 33p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Acquisition; Language Research; *Novelty (Stimulus Dimension); *Preschool Children; Preschool Education; *Television Viewing; *Vocabulary Development

This study investigated whether or not preschoolers can learn novel words when viewing television. A total of 61 preschool children, ages 3 and 5, were assigned to either an experimental or control group. A 15-minute television program was prepared with two different voice-over narrations. The experimental version featured 20 different novel words, five each in the four categories of object, action, attribute, and affective state words. The control version was the same except that familiar words were substituted for the novel words. Subjects viewed the program on two occasions. Comprehension was tested before and after viewing. The Peabody Picture Vocabulary Test - Revised (PPVT-R) was administered prior to viewing as an index of general vocabulary learning ability. Results indicated that, when pre-test comprehension and PPVT-R scores were controlled, the experimental group performed better than the controls on the total post-viewing comprehension score. Group differences were apparent for object, action, and attribute words. The 5 year olds were more accurate than the 3 year olds on the total score and object and attribute words. The easiest words to learn were object and attribute words. Generally, findings confirm the everyday observation that preschoolers can "pick up" new words with a minimum of exposure and a minimum of tutorial assistance. (Author/RH)

DOCUMENT RESUME

ED 275 443 PS 016 157

Miyake, Kazuo, Ed.
Research and Clinical Center for Child Development Annual Report, 1984-1985.
Hokkaido Univ., Sapporo (Japan). Faculty of Education.
PUB DATE- 86
NOTE- 74p.; For individual papers, see PS 016 158-164. For 1982-83 report, see ED 250 060.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Affective Behavior; *Attachment Behavior; Child Development; Emotional Experience; Foreign Countries; Infants; Inhibition; *Interpersonal Relationship; Mothers; Neonates; *Parent Child Relationship; *Personality; *Research Methodology; Siblings; Stranger Reactions
IDENTIFIERS- Crying; *Japan; Life Span Development; Social Referencing; United States

The seven articles in this annual report concern aspects of attachment, social interaction among parents and children, temperament, affective behavior, and/or research methodology. Aspects of attachment and temperament are addressed in Kazuo Miyake's study of the "Relation of Temperamental Disposition to Classification of Attachment," and Yuko Kanaya's exploration of "The Relation between Mother-Infant Interactional Characteristics in Early Infancy and Later Attachment as Assessed in the Strange Situation." Social interactions in American families are the focus of Michael E. Lamb's "Comparison of 'Second Order Effects' Involving Parents and Siblings." Communicative behavior and emotional expression are the topics of Shing-jen Chen's investigation of "Maternal Affective Expression and Infant's Mood in a Laboratory Situation." Affective behavior and behavioral inhibition were investigated in "Individual Differences in Responses to Unfamiliar Objects at Twenty-Three Months of Age," by Shigeru Nakano et al. Keiko Takahashi investigated "Life-Span Development of Affective Relationships." Research methodology and attachment are the topics of Tatsuo Ujiie's "Is the Strange Situation Too Strange for Japanese Infants?" (RH)

DOCUMENT RESUME

ED 275 459 PS 016 181

Dragonas, Thalia G.
Greek Women's Attitudes to Pregnancy, Labour and Infant: Their Significance for Intervention.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Meeting of the World Congress on Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Emotional Experience; Foreign Countries; *Individual Needs; *Mothers; *Neonates; *Parent Attitudes; *Pregnancy; Psychological Needs; Questionnaires; Traditionalism
IDENTIFIERS- Greece; Knowledge

To aid in focusing preventive interventions at needs perceived by clients, this study investigates Greek women's needs, attitudes, and experiences during the months immediately before and after childbirth. Participants were 156 women attending the out-patient clinic of the Alexandra Maternity University Hospital who completed pre- and postnatal questionnaires consisting of 52 and 60 statements, respectively. Questionnaires evaluated women's knowledge; needs; attitudes toward and experiences of pregnancy, labor, and delivery; relationship with their infant child; and their use of mass media. In addition to personal, social, and demographic characteristics, women's traditional roles and the social support available to them were assessed. This paper reports findings concerning women's needs, experiences of and attitudes toward pregnancy, labor, delivery, and the newborn. Findings indicate that, in the prenatal period, women's main concerns center on relating to the physician, services provided, emotional support, female identity, and breastfeeding. In the postnatal period women's main concerns involved anxiety and fear, mother-infant interaction, feelings and relationships, need for guidance and cooperation with the physicans and the midwife, and the new mother's vulnerability. Findings are discussed in terms of past and present Greek culture. A reference list and 10 data tables are appended. (RH)

DOCUMENT RESUME

ED 275 472 RC 015 966

American Indian Unemployment: Confronting a Distressing Reality. A First Friday Report.
Full Employment Action Council, Washington, DC.; Lutheran Council U.S.A., Chicago, IL. Office for Governmental Affairs and the Rural Condition.
PUB DATE- Oct 85
NOTE- 24p.
AVAILABLE FROM- Full Employment Action Council, 815 16th St., N.W., Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Comparative Analysis; Employment Patterns; *Employment Problems; *Employment Statistics; Federal Indian Relationship; Federal Legislation; *Federal Programs; Nonreservation American Indians; Reservation American Indians; *State Norms; Tribes; *Unemployment; Urban American Indians

The devastation caused by unemployment among the nation's approximately 2 million American Indians is great. Analysis of January 1985 state unemployment rates reveals an enormous disparity between average state rates and the rates for the state American Indian populations. While the official unemployment rate in 28 states ranged from 5.8% to 12.1%, the state rates for unemployed American Indians ranged from 18% to 66%. Because many Indians stay in metropolitan areas only a short time--quickly becoming discouraged and disillusioned by the high cost of housing, food, and other essentials--accurate urban Indian unemployment statistics are hard to come by. Recent Indian unemplyment rates for cities with large American Indian populations were 40% for Los Angeles, 50% for Omaha, 19% for 23-25 year olds and 45% for youth and older age groups for New York City, and 49% for Minneapolis/St. Paul. Federal programs assisting Native Americans have been severely scaled back with termination of the Comprehensive Employment Training Act and reduction of Johnson-O'Malley education program funding. Direct and indirect federal job creation efforts presently awaiting Congressional action include the American Conservation Corps, Community Renewal Employment Act, The Administration for Native Americans, and Small Business Administration Section 8(a) programs. (NEC)

DOCUMENT RESUME

ED 275 486 RC 015 987

Parsons, Tom
The Center for Community Development Annual Report, FY 1984-85. Volume II, Addendum 6.
California State Univ.-Humboldt, Arcata.
PUB DATE- Nov 85
NOTE- 108p.; Photographs may not reproduce well, and some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian Languages; American Indian Literature; Bilingual Education Programs; Community Development; *Community Services; *Cultural Activities; Economic Development; Elementary Secondary Education; Higher Education; Program Descriptions; *Program Effectiveness; *Recreational Programs; *School Community Relationship; Tribes
IDENTIFIERS- California (Humboldt County); *Humboldt State University CA; Hupa (Tribe); Karok (Tribe); Tolowa (Tribe); Yurok (Tribe)

A variety of information is included in this 1984-85 annual report of Humboldt State University's Center for Community Development (California), which has been instrumental in establishing a wide range of community services and has worked extensively to preserve the language and culture of four northwestern California tribes--Hupa, Karuk, Tolowa, and Yurok. Opening remarks stress the Center's commitment to helping community groups assess their resources, achieve goals, and gain independence. A chronological list of 31 projects selected from those implemented from 1967-1985 includes a brief statement of their outcomes in terms of enduring services, agencies, organizations, or institutions that resulted. Other information includes the program budget, citizens' action projects and names of principal operatives, courses and meetings in which Center staff participated, Center publications including newsletters and American Indian literature, and grant-seeking efforts. An awards and recognition section includes national magazine coverage of a project to encourage American Indian students' use of their tribal languages and concepts through use of graphics and other capabilities on an Apple MacIntosh computer.

Appendices include a description of the Bilingual Emphasis Program which prepares students to teach in bilingual K-12 classrooms with Native American languages and the 1984 annual report of the Humboldt Recreation Program. (JHZ)

SE

DOCUMENT RESUME

ED 275 501 SE 047 475

Nesher, Pearla
Are Mathematical Understanding and Algorithmic Performance Related?
PUB DATE- 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algorithms; *Cognitive Processes; Computation; Computers; Decimal Fractions; Educational Research; *Mathematics Education; *Mathematics Instruction; *Number Concepts; Research Reports
IDENTIFIERS- *Mathematics Education Research

An algorithm is first defined by an example of making pancakes and then through discussion of how computers operate. The understanding that human beings bring to a task is contrasted with this algorithmic processing. In the second section, the question of understanding is related to learning algorithmic performance, with counting used as the vehicle. It is noted that perhaps subskills must be mastered algorithmically before understanding can develop; perhaps the separation between algorithmic performance and understanding is impossible at any stage of the learning. In the third section, two studies dealing with the relation between algorithmic performance and understanding are described. Both fail to demonstrate that understanding improves algorithmic performance. The fourth section addresses the question of teaching for understanding and leaving algorithms to computers. Deciding what kind of division of labor we wish to establish between ourselves and our computers is the focal point. (MNS)

DOCUMENT RESUME

ED 275 516 SE 047 498

Life Science AB. An Instructional Course Outline.
Los Angeles Unified School District, CA. Office of Instruction.
REPORT NO.- SC-843
PUB DATE- 83
NOTE- 87p.; Pages 75-87 contain small print.
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012 ($2.35).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Course Content; *Course Descriptions; Lesson Plans; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Teaching Guides
IDENTIFIERS- *Los Angeles Unified School District CA

Life Science AB is designed for students who do not plan to go to college. The course utilizes an investigative approach and emphasizes student involvement in the study of living organisms. This document contains the course outline and provides guidance to teachers in implementing the objectives and lessons of the course. Contents include: (1) summary of representative objectives; (2) time schedule and sequences of units; (3) teacher responsibilities; (4) guidelines for assigning homework; (5) units of study (containing the objectives, content outlines, and continuum skills for seven units); (6) teacher-directed lessons (providing three detailed samples); (7) listing of teaching strategies; (8) evaluation procedures; and (9) tips for parents. Appendices contain a listing of resources and the secondary science continuum for the Los Angeles Unified School District. (ML)

DOCUMENT RESUME

ED 275 531 SE 047 513

Biological and Physical Sciences. Grades 3, 6, 8, 10, 12. State Goals for Learning and Sample Learning Objectives.

Illinois State Board of Education, Springfield. Dept. of School Improvement Services.

PUB DATE- Sep 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Biological Sciences; Educational Objectives; Elementary School Science; Elementary Secondary Education; Minimum Competencies; *Physical Sciences; *Science Curriculum; Science Education; Secondary Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Illinois

One in a series of publications on Illinois' State Goals for Learning, this report identifies what students are expected to know in the biological and physical sciences by the time they complete their elementary and secondary education. A sample set of learning objectives is provided to assist districts in the development of their own objectives. Four state goals for the biological and physical sciences are presented and sample learning objectives related to each goal are offered for grades 3, 6, 8, 10, and 12. The state goals aim for student knowledge of: (1) concepts and vocabulary of biological, physical, and environmental sciences and their applications to a technological society; (2) social and environmental implications and limitations of technological advancement; (3) principles and applications of scientific research; and (4) processes, techniques, methods, equipment, and available technology of science. Appendices contain Illinois state goals for six learning areas (language arts, mathematics, biological and physical sciences, social sciences, fine arts and physical development and health) and also sample questions and answers about the state's learning objectives and assessment. (ML)

DOCUMENT RESUME

ED 275 546 SE 047 529

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2, Experimental. Level 2.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88375-546-X
PUB DATE- 85
NOTE- 159p.; For part 1 of the workbook, see SE 047 528. For teacher's manual, parts 1 and 2, see SE 047 530-531.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drills (Practice); *Educational Objectives; Elementary Education; *Elementary School Mathematics; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Teacher Developed Materials; Workbooks

The activities in this mathematics workbook are designed to provide pupils with practice in mastering the performance objectives of Level 2, Part 2, in the Comprehensive Instructional Management System (CIMS) for New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. The 128 performance objectives are listed first, followed by the worksheets, ready for pupil use. (MNS)

DOCUMENT RESUME

ED 275 561 SE 047 568

Lobb, Nancy; Roderman, Winifred Ho
The Five Senses. Life Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-915510-75-8
PUB DATE- 82
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Auditory Perception; Biology; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Experiential Learning; *Human Body; Learning Modalities; *Science Activities; Science Education; *Science Instruction; *Sensory Experience; Sensory Training; *Special Education; Tactual Perception; Visual Perception
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of life science. Six separate units include: (1) the five senses; (2) the sense of sight; (3) the sense of hearing; (4) the sense of smell; (5) the sense of taste; and (6) the sense of touch. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

Rea, Pauline M.
Language Tests as Indicators of Academic Achievement.
PUB DATE- 84
NOTE- 21p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *Concurrent Validity; *English (Second Language); Foreign Countries; Grammar; *Language Tests; *Predictive Validity; *Screening Tests; Test Results; Test Use; Test Validity
IDENTIFIERS- *University of Dar es Salaam (Tanzania)

This research study explores the concurrent and predictive validity of the English language proficiency screening test used by the University of Dar es Salaam (Tanzania) and the relationship of this measure to academic performance. It is concluded that (1) evidence of the predictive validity of the test supports its use for efficiently distinguishing between students who are proficient and those who need remedial grammar work as a precursor to academic success in their specialty, and that (2) the introduction of the admission requirement of a passing score on the British National School Leaving Certificate Form IV English Test would not adequately assure a proficiency level needed for first year success. The complexity of the linguistic environment in Tanzania and the complexity of predictor and criterion variables in academic success are seen to mandate further, systematic analysis of potential sources of variance in that country over a period of several years. (MSE)

ED 275 189 FL 016 131

Andersson, Erik
An Analysis of Textual Cohesion in a Passage from Maria Gripe's "Hugo och Josefin."
PUB DATE- 78
NOTE- 14p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Childrens Literature; *Coherence; *Cohesion (Written Composition); Connected Discourse; Discourse Analysis; Foreign Countries; Linguistic Theory; Literary Criticism; Swedish
IDENTIFIERS- Hugo och Josefin (Gripe); Sweden

Sentence-by-sentence analysis of factual or propositional cohesion in the first 29 lines of a Swedish children's story finds several sources of coherence that contribute to its cohesion. First, the text receives much coherence from its description of a single event, a situation where happenings are normal and expected. Second, a rather primitive and simple discourse universe is gradually expanded into a more elaborate one by introducing new individuals related to the original ones, by building on existing referents, and by combining sentences to illustrate the social relations between individuals and the attitude of these individuals toward school. This technique enables the reader to draw inferences about the story. The factual cohesion considered here is distinct from other elements such as cohesion markers, which are not markers but only symptoms of factual, situational, and iconic cohesion. (MSE)

ED 275 205 FL 016 189

Simich-Dudgeon, Carmen, Ed.
Issues of Parent Involvement and Literacy. Executive Summary of the Symposium Held at Trinity College (Washington, D.C. June 6-7, 1986).
Trinity Coll., Washington, DC. Dept. of Education and Counseling.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Nov 86
NOTE- 18p.; For proceedings, see FL 016 190.
GRANT- G008302061
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Basic Skills; *Bilingual Education; Community Involvement; Cross Cultural Training; Elementary Secondary Education; Immigrants; *Limited English Speaking; *Literacy Education; *Parent Participation; Parent Role; *Program Effectiveness; Public Policy; Regional Programs; School Community Relationship; Teaching Methods

The symposium on Issues of Parent Involvement and Literacy marked the culmination of a collaborative project of Trinity College in Washington, D.C. and the Arlington (Virginia) Public Schools to reach out to limited-English-proficient (LEP) parents. This was accomplished by providing cultural and language information so that parents could become more knowledgeable about and involved in their children's education. The conference's participants included researchers, educators, policymakers, community workers, and community leaders. Presentations addressed these issues: past and current federal legislation and policy concerning the needs of the language-minority students' community; the forms, objectives, and effects of parent involvement in the schools; how illiteracy is addressed in the United States and what it implies for this population; materials and methods for teaching the LEP student; cross-cultural issues in parent involvement; involving LEP parents; and existing programs to promote parent involvement and literacy. (MSE)

ED 275 400 PS 016 056

Children's Television Programming. Hearings before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 3216.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 86
NOTE- 152p.; Serial No. 99-66.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Broadcast Industry; Childhood Needs; Children; *Childrens Television; Commercial Television; Consumer Protection; Elementary Education; *Federal Legislation; Hearings; *Programing (Broadcast); Social Responsibility; *Standards; Telecommunications; *Television Viewing
IDENTIFIERS- Congress 98th; Federal Communications Commission

H.R. 3216, the Children's Television Act of 1985--a bill to amend the Communications Act of 1934 to increase the availability of educational and informational television programs for children, deals with establishing a quantifiable children's programming guideline. This bill would establish substantial burdens under the license renewal process for broadcasters who fail to provide a minimum of 7 hours per week of educational programming for children, at least 5 of which must air Monday through Friday. Testimonies given at the hearings for H.R. 3216 address such concerns as the programming needs of children; the efforts broadcasters are currently making to meet these needs; the adequacy of the efforts to meet the programming needs; and whether the proposed standards would improve programming for children. Testimony was given by the following agencies and corporations: (1) Belo Broadcasting Corporation, (2) Texas State Teachers Association, (3) Washington Center for Public Policy Research, (3) American Psychological Association, (4) American Electronics Association, (5) Association of Independent Television Stations, (6) WTTG-TV in Washington, D.C., (7) Mission: American Youth, (8) Dallas County PTA, (9) University of Houston School of Communications, (10) Action for Chidren's Television, (11) Television Information Office, (12) Texas Children's Hospital, (13) Purdue University School of Communications, (14) Columbia University Gannett Center for Media Studies, (15) Telepictures Corporation, (16) Toy Manufacturers of America, and (17) Dallas County Federation of Teachers. (HOD)

ED 275 430 PS 016 132

Correro, Gloria C.

The Cooperative Demonstration Kindergarten: 1979-1985.

Mississippi State Univ., Mississippi State.; Starkville Municipal Separate School District, Miss.
PUB DATE- 86
NOTE- 776p.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Curriculum Development; Demography; *Demonstration Programs; Educational Planning; Guides; *Instructional Materials; *Kindergarten; Language Skills; Parent Participation; Preschool Teachers; Primary Education; Private Schools; Program Descriptions; *Program Effectiveness; Public Schools; Self Concept
IDENTIFIERS- *Cooperative Demonstration Kindergarten MS; Santa Clara Inventory of Developmental Tasks

This report presents a review of the activities implemented from January 1979 to August 1985 within the Cooperative Demonstration Kindergarten (CDK), a project of the College of Education, Mississippi State University. Part I provides the original concept paper for the CDK. Part II reproduces the statement of agreement between the College of Education and the Starkville Municipal Separate School District. Part III presents an analysis of the research data collected during the various school years. Part IV provides full texts of studies generated from the kindergarten data base, including (1) "A Model for the Evaluation of the Stanford Early Achievement Test"; (2) "The Relationship between Intellectual Achievement and Language Skills and Birth Order, Sex, and Family Configuration of Children"; (3) "Comparison of Variables Contributing to Adjustment of Kindergarten Children"; (4) "Curriculum Development Strategies for Planning a Kindergarten Program"; (5) "Mississippi State Cooperative Demonstration Kindergarten Readiness Gains in 1983-84"; (6) "Kindergarten: What Happens"; (7) "Self-Concept Measures of Kindergarten Children"; and (8) "A Longitudinal Comparison of Achievement: Public School Kindergarten, Nonpublic School Kindergarten, No Kindergarten." Abstracts of three dissertations are included. Part V describes the curriculum of the CDK, Part VI describes the programs' parent involvement component, and Part VII reproduces the proposal for the second phase of the project, concerning continued involvement with the Starkville schools. (RH)

ED 275 460 PS 016 182

Lister, Judith G.
Work and Family: A Study of Employed Women and the Care of Their Infants.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Stages; *Employed Parents; *Individual Differences; Interviews; *Moral Development; *Mothers; *Parent Responsibility; Role Conflict
IDENTIFIERS- *Dual Role

An exploratory study was made of 19 women who were gainfully employed while parenting their first infants who were enrolled in two day care centers providing excellent care. Emphasis was placed on understanding variations in mothers' perceptions of choices and conflicts associated with the dual role of worker and parent. Interview questions elicited information from mothers concerning considerations, choices, conflicts, and feelings associated with the dual role. Raters categorized mothers' responses according to stages of moral development proposed by Gilligan (1982). Analysis addressed commonalities and differences among the respondents. Findings suggested that participants could be grouped according to the orientations suggested by Gilligan's paradigm of moral development. Similarities seemed to exist in the reports of conflicts related to the dual role provided by women at different developmental stages. They consistently placed emphasis on the need for high quality day care. Differences were found in mothers' preferences for employment arrangements. The extent to which respondents felt that they had choices about their employment arrangements appeared to be related to feelings of conflict in their dual roles. (RH)

ED 275 502 SE 047 476

Hashweh, Maher Z.
Effects of Subject-Matter Knowledge in the Teaching of Biology and Physics.
PUB DATE- 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Foreign Countries; *Knowledge Level; Misconceptions; Physics; Science Education; *Science Instruction; *Science Teachers; Scientific Concepts; Secondary Education; *Secondary School Science; *Teacher Background; Teacher Education; Teacher Qualifications; Teaching Methods
IDENTIFIERS- *Science Education Research

An analysis of science teacher's knowledge of specific biology and physics topics and the effects of this knowledge on their planning for instruction and on simulated teaching are discussed in this report. Six experienced secondary school teachers participated in the study. Each teacher's knowledge of a biology topic and a physics topic was assessed using summary free recall, concept-map line labeling, and sorting tasks. The knowledge varied on four dimensions: (1) knowledge of topic; (2) knowledge of other discipline concepts, principles, and topics; (3) knowledge of conceptual schemes; and (4) knowledge of approaches or ways of connecting the topic to other topics in the discipline. The study results suggested that prior teacher knowledge of subject matter contributed to the transformation of the written curriculum into an enactive curriculum. Appendices include the physics and biology knowledge schemata. (ML)

ED 275 517 SE 047 499

Science Module for Grade 6: Science and Health in the 6-8 Junior High School. An Instructional Course Outline.

Los Angeles Unified School District, CA. Office of Instruction.

REPORT NO.- SC-841
PUB DATE- 83
NOTE- 120p.; Appendix C contains small print.
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012. ($2.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Descriptions; *Elementary School Science; Grade 6; *Health Education; Intermediate Grades; Junior High Schools; Lesson Plans; Parent Participation; *Science Curriculum; Science Education; *Science Instruction; Teaching Guides; *Units of Study
IDENTIFIERS- *Los Angeles Unified School District CA

The Science Module for Grade 6 is designed as a 12-week block of instruction within the Science and Health course for students in the Los Angeles Unified School District. The purpose of this publication is to provide a basic science curriculum that builds on the K-5 science experience and emphasizes science as fundamental to good citizenship and effective participation in today's society. The contents of this publication are intended to facilitate the planning of classroom instruction to promote the concepts and skills identified by the school district's curriculum. Contents include: (1) a summary of representative objectives; (2) time schedule and sequence of units; (3) teacher responsibilities; (4) guidelines for assignment of homework; (5) units of study (containing the objectives, content outlines and continuum skills for six units); (6) a sample teacher-directed lesson; (7) teaching strategies; (8) evaluation procedures; and (9) tips for parents. Appendices consist of a list of resources and the science continuum for both elementary and secondary levels. (ML)

ED 275 532 SE 047 514

Brantley, L. Reed; And Others

FAST: Foundational Approaches in Science Teaching. Instructional Guide.

Hawaii Univ., Honolulu. Curriculum Research and Development Group.
PUB DATE- 83
NOTE- 84p.
AVAILABLE FROM- Foundational Approaches in Science Teaching Program, Curriculum Research and Development Group, 1776 University Avenue, Honolulu, HI 96822.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; Ecological Factors; Ecology; Energy; *Environmental Education; Instructional Design; *Instructional Development; *Learning Strategies; Matter; Physical Sciences; Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *FAST Program; *Hawaii

Foundational Approaches in Science Teaching (FAST) is a program which is intended to facilitate student transition from the general science process programs of elementary schools to the discipline-oriented programs of high school. This guide has been developed to provide an overview of the total program as well as a description of the instructional materials and strategies. The information in the document: (1) explains the assumptions, goals, and objectives of the FAST program; (2) describes the content of the three FAST levels (the local environment--FAST 1; flow of matter and energy in the biosphere--FAST 2; and change over time--FAST 3); (3) outlines alternative time schedules and sequences of student investigations; (4) identifies teacher and student materials and their use; and (5) suggests general strategies for classroom organizations and management. Particular attention is given to guidelines for planning and conducting effective group interactions for problem solving situations. (TW)

ED 275 547 SE 047 530

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1, Teacher, Experimental. Level 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-519-2
PUB DATE- 85
NOTE- 317p.; For part 2 of the teacher's manual, see SE 047 531. For students' workbook, parts 1 and 2, see SE 047 528-529.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; Elementary Education; *Elementary School Mathematics; *Learning Activities; Mathematics Curriculum; *Mathematics Instruction; *Teacher Developed Materials; Teaching Methods; Worksheets

The major goal of the Comprehensive Instructional Management System (CIMS) for mathematics is to provide the classroom teacher in New York City with a well-structured, objective-based curriculum. This first part of the manual for Level 2 includes varied numbers of modules for 12 topics: numbers and numeration; addition of whole numbers; subtraction of whole numbers; multiplication of whole numbers; division of whole numbers; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; problem solving; and review. The instructional sequence is listed, followed by the content listed by topic. Reinforcement of previously learned skills is incorporated into the sequence where appropriate. Then, each objective is taken up in turn, with vocabulary, activities for getting started, and teaching strategies described. The pupil's worksheets are interspersed. Resource materials, symbols, and equipment lists are included. (MNS)

ED 275 219 HE 019 526

Boyer, Carol M.; And Others
Transforming the State Role in Undergraduate Education: Time for a Different View. The Report of the Working Party on Effective State Action to Improve Undergraduate Education. Report No. PS-86-3.
Education Commission of the States, Denver, Colo.
PUB DATE- Jul 86
NOTE- 45p.
AVAILABLE FROM- Education Commission of the States, Distribution Center, 1860 Lincoln Street, Denver, CO 80295 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Change Strategies; College Attendance; College Preparation; College Students; Educational Assessment; *Educational Improvement; Educational Quality; Education Work Relationship; Government Role; *Government School Relationship; *Higher Education; Institutional Mission; *Public Policy; *State Action; Student Evaluation; Student Participation; Teacher Participation; *Undergraduate Study

Ways that states can promote change in undergraduate education in state institutions are discussed. The total undergraduate experience, not simply the curriculum, is of concern. Attention is directed to eight challenges in undergraduate education: (1) to prepare students for opportunities offered by a changing work force and society; (2) to improve students' preparation for college; (3) to improve overall rates of college attendance and completion; (4) to meet the educational needs of a diverse student population; (5) to build greater student involvement in the undergraduate experience; (6) to improve assessment of student and institutional performance; (7) to motivate faculty and reward them for improving undergraduate education; and (8) to carry out more sharply defined institutional missions. A total of 22 recommendations are offered that concern the following broad strategies: place the challenges facing undergraduate education on the public agenda; incorporate the improvement of undergraduate study into state strategies for educational excellence; enable colleges to improve undergraduate study; allocate resources to colleges to create a positive environment for change; and encourage the use of multiple methods of assessment to improve student and institutional performance. (SW)

ED 275 232 HE 019 732

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Accounting for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Accounting; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,023 faculty in the field of accounting are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 114 public and 99 private colleges reported on accounting faculty salaries, while 128 public and 122 private colleges reported in 1985. Between 1982 and 1985, average salaries of accounting faculty increased 27.0% at public colleges and 18.6% at private colleges. The average salary for accounting faculty was above the average faculty salary in the other 40 disciplines (10% above for public colleges and 5% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 247 HE 019 747

Howe, Richard D.; Gragg, Mary Elizabeth
Salary-Trend Study of Faculty in Engineering for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Engineering Education; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 4,465 faculty in the field of engineering are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 55 public and 24 private colleges reported on engineering faculty salaries, while 60 public and 26 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 25.0% at public colleges and 25.3% at private colleges. The average salary for engineering faculty was above the average faculty salary in the other 40 disciplines (16% above for public colleges and 37% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 262 HE 019 762

Howe, Richard D.; Cook, Michael P.
Salary-Trend Study of Faculty in Psychology for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Psychology; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 5,526 faculty in the field of psychology are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 159 public colleges and 180 private colleges reported on psychology faculty salaries, while 160 public and 174 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 19.6% at public colleges and 18.4% at private colleges. For public colleges, the average salary for psychology faculty was 3% above the average faculty salary in the other 40 disciplines, while for private colleges, it was 1% below the average for the other disciplines. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 276 HE 019 794

Thompson, Daniel C.
A Black Elite: A Profile of Graduates of UNCF Colleges. Contributions in Afro-American and African Studies, Number 98.
SPONS. AGENCY- Dillard Univ., New Orleans, La.; United Negro College Fund, Inc., New York, N.Y.
REPORT NO.- ISBN-0-313-25291-2
PUB DATE- Jun 86
NOTE- 181p.; Foundations that contributed to the United Negro College Fund on behalf of this study included the John D. and Catherine T. MacArthur Foundation, Alfred P. Sloan Foundation, the Lilly Foundation, and Mobil Oil Company.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Background; *Black Colleges; *Blacks; Career Choice; Citizenship Responsibility; Civil Rights; *College Graduates; Educational Background; *Educational Benefits; Employment Experience; Family Characteristics; Higher Education; *Leadership Responsibility; Political Influences; *Racial Identification; Social Organizations; Socioeconomic Status
IDENTIFIERS- *United Negro College Fund

Characteristics of graduates of 42 colleges belonging to the Unite Negro College Fund (UNCF) are considered. A primary objective was to evaluate the success of the colleges in preparing an elite class of individuals dedicated to the survival and advancement of blacks specifically and democracy and justice in a larger sense. After an overview of the group as a whole, and the political, economic, and social changes that influenced them, the question of racial equality is addressed. Information was obtained on the graduates' social origins, education, occupations, social life, social class, and leadership. Data sources included questionnaires, interviews, personal documents, and published information from secondary sources. The views of the graduates' on racial disadvantage, social class identity, family and human relations, community service, civil rights, politics, and leadership were determined. Areas of analysis included: graduates' place of birth, black migration, family background, high school preparation, college majors, honors and achievements, advanced degrees, racial mix in the workplace, types of career, work history, qualifications compared to those of white employees, income, and participation in black social and religious organizations, and leadership in local, state, and national affairs, both black and at large. (SW)

Broyles, Susan G.; And Others
Education Directory: Colleges and Universities, 1985-86.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-309
PUB DATE- Mar 86
NOTE- 311p.; Document contains small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accreditation (Institutions); Church Related Colleges; College Programs; Community Colleges; Directories; Enrollment Trends; *Higher Education; *Institutional Characteristics; Private Colleges; State Colleges; Technical Institutes; Tuition; Two Year Colleges
IDENTIFIERS- American Samoa; Guam; Pacific Trust Territory; Puerto Rico; *United States; Virgin Islands

A directory is presented of colleges that are legally authorized to offer and are offering at least a one-year program of college-level studies leading toward a degree. The colleges are located in the United States, American Samoa, Guam, Northern Mariana Islands, Puerto Rico, the Virgin Islands, and the Pacific Trust Territories. For each college, information includes: telephone number, address, congressional district and county, the Federal Interagency Committee on Education code number, entity number, 1984 fall enrollment, date established, and 1984-1985 undergraduate tuition and fees. Also included are: data classifying the study body by sex (shown as men, women, coeducational or coordinate, i.e., separate colleges for men and women); calendar system; control or affiliation; highest level of offering; type of program; type of institution; and recognized accreditations. The following program types are covered: employment-oriented programs of at least 1 but less than 4 years beyond high school; 2 years of college work that are creditable toward the bachelor's degree; four-year teacher preparatory programs; four- or five-year baccalaureate or postbaccalaureate liberal arts and general degree programs; and professional programs. Appendices include a college index and addresses and phone numbers of statewide postsecondary education agencies and contact persons. (SW)

Laird, John E.
Soar User's Manual.
Xerox Corp., Palo Alto, CA. Palo Alto Research Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- XEROX-PARC-ISL-15
PUB DATE- 31 Jan 86
NOTE- 114p.; For a description of the Soar system, see IR 012 360.
CONTRACT- N00014-82C-0067
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; *Decision Making; *Expert Systems; Heuristics; Objectives; *Problem Solving; Programing Languages; Search Strategies
IDENTIFIERS- Chunking; LISP Programing Language; *Soar Project

This manual describes Version 4 of Soar, an architecture for problem solving and learning based on heuristic search and chunking. Version 4 is available as of January 1986 in Common Lisp, Franz-Lisp, Interlisp, and Zeta-Lisp. An introduction to the Soar system is presented, and information is provided about the following system aspects: (1) data representation in working memory; (2) production representation; (3) decision procedure; (4) subgoals; (5) default search control; (6) chunking; (7) encoding a task; (8) operator implementation goal tests and operator parallelism; (9) top-level variables and functions; (10) errors, warnings, and recovery hints; and (11) the installation of Soar. Also provided are a performance comparison of the time required to solve a simple problem in the Eight Puzzle on different Lisp systems in Version 4, release 1; a brief annotated Soar bibliography; and a distribution list for this report. Two appendices contain a list of search-control productions and a summary of functions and variables, and an index is provided. (KM)

ED 275 316 IR 012 379

Fischer, Gwen Bredendieck
Computer Programming: A Formal Operational Task.
PUB DATE- 86
NOTE- 16p.; Paper presented at the Annual Symposium of the Piaget Society (16th, Philadelphia, PA, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Development; *Cognitive Style; Cognitive Tests; *Evaluation Criteria; Higher Education; Pretests Posttests; *Programing; Research Methodology; *Undergraduate Students
IDENTIFIERS- *Piagetian Tests

Concerned with a high failure rate in computer programming courses, two studies were undertaken to discover if two individual cognitive styles--"analytic" (formal thought) and "heuristic" (concrete or pre-operational thought)--were predictors of performance in a beginning computer programming course. To appropriately measure those skills, a Piagetian-based paper and pencil test of cognitive development called "How Is Your Logic?" (HIYL) was administered to a total of 116 undergraduates in three beginning computer programming courses at a small liberal arts college. In the first study of 87 students, 91% who received a course grade of "B+" or higher were formal thinkers, while no one who was classified as concrete operational received a grade higher than a "C+." The correlation between course grades and HIYL was statistically significant. In study two, the performance of 29 students on a pre- and posttest of HIYL was compared with their performance in the course to measure cognitive development during the course; scores on the two forms did not demonstrate measurable development over the 10 weeks of the course. Using a Piagetian framework to analyze the text used by all classes, three major components requiring formal thought were identified--hierarchical classifications of abstract concepts, control structures, and top-down design--and each is discussed. The criteria for classification, weighting components, correlations between HIYL and grades, and correlations between course and test grades are displayed in tabular format. (DJR)

ED 275 331   IR 051 679

DeWine, Sue; And Others

Electronic and Courier Methods of Information Dissemination: A Test of Accuracy.

PUB DATE- May 86
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, IL, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication (Thought Transfer); *Delivery Systems; Diffusion (Communication); *Electronic Mail; *Information Dissemination; Information Networks; Information Systems; *Information Transfer; *Organizational Communication; Questionnaires; Systems Analysis
IDENTIFIERS- Episodic Communication Channels in Organizations

As part of a larger endeavor to evaluate the impact of communication technology on organizations, this study assesses the accuracy of information diffusion via electronic-mail and courier-mail systems in two large organizations which have implemented electronic-mail systems in the last three years. Data were obtained through the use of questionnaires prepared using the Episodic Communication Channels in Organizations (ECCO) method. Related literature is reviewed, the research methodology is discussed, and results are presented. Conclusions indicate that channel selection has little, if any, impact on the accuracy of message recall, and that the salience of a message appears to have a more significant effect on message fidelity. Future researchers will need to address the several intervening variables that may have affected the study results. References are provided, and an ECCO format is appended. (KM)

Children; *Public Libraries; Questionnaires; Story Telling
IDENTIFIERS- Texas

With reference to Frances Smardo's proposal in the late 1970s that librarians who work with preschoolers be trained in the competencies required to serve their young patrons, a survey was conducted to investigate current trends in services offered to preschool children, and the training in early childhood education received by librarians involved in such programs. Questionnaires were mailed to 455 public libraries in the state of Texas, and 195 (43%) were returned. Analysis of the information gathered indicates that few persons who are currently providing services to preschool children in public libraries have training in the area of early childhood education sufficient to assist them in providing the most effective kinds of services, and that preschool services in Texas libraries--which suffer from a lack of sufficient funding and trained staff--hold a low priority among library services. A discussion of selected literature is provided, and conclusions and suggestions are enumerated. The survey instrument and cover letter are appended, and a selected bibliography is provided. (KM)

ED 275 359 JC 860 548

Comprehensive Plan for the Riverside Community College District, 1986-2000.

Riverside Community Coll. District, CA. Office of Research and Planning.

PUB DATE- Sep 86
NOTE- 539p.; Most of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; *College Planning; Community Colleges; Educational Finance; *Educational Trends; Enrollment Trends; *Institutional Characteristics; *Long Range Planning; Master Plans; Mission Statements; Organizational Objectives; *Statewide Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS- *California

Developed as part of a statewide pilot test of Comprehensive Planning in California Community Colleges, this long-range plan represents a working document for the Riverside Community College District (RCCD) as well as a report on college planning for the Chancellor's Office of the California Community Colleges. Following introductory material on the pilot project, the report covers: (1) the goals and objectives of the RCCD and state concerning planning; (2) the planning process of the RCCD and the personnel involved; (3) the characteristics of the RCCD and its external environment; (4) trends in student characteristics; enrollments and projections; financial resources; and academic, administrative, business, and student services; and (5) site planning for 1985 through 2000. Accompanying the planning document is a statistical atlas, providing supportive data to assist in understanding statements made in the plan. The atlas includes the California Community Colleges Board of Governor's statewide mission statement and basic agenda for 1986; RCCD strategic planning objectives; evaluations of the academic, business, administrative, and student services programs; the RCCD's educational master plan; information on the district's budget and facilities; and site studies and plans. (EJV)

ED 275 372 JC 860 561

Coker, Richard A.; And Others
Sophomore Questionnaire. Gainesville Junior College, Spring Quarter, 1986. Preliminary Analysis.
Gainesville Junior Coll., Ga.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Black Students; Community Colleges; Majors (Students); Participant Satisfaction; School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at Gainesville Junior College (GJC) in the spring of 1986 to gather information about students who had completed 60 hours or more at the college and to begin to develop a database to assess the impact of the junior college experience on the students. The Sophomore Questionnaire was distributed in class to 320 students, and over 85% of the students returned the questionnaire. Study findings included the following: (1) 55% of the students were female, 69% were between the ages of 19 and 21, 96% were white, 91% attended day classes, 78% attended full-time, and only 9% did not work while attending GJC; (2) over 40% of the respondents reported business-related majors; (3) 25.1% indicated that their last year of high school attendance was 1983 or before; (4) females tended to assess their experience at GJC more positively than males; (5) over 80% of the students rated the physical plant facilities as adequate or very adequate; (6) the Registrar's Office and the Student Activities Office received the highest number of inadequate ratings; (7) 113 students listed "exceptional faculty" as what they liked most about GJC; and (8) 100% of the black students surveyed (N=9) felt that GJC faculty were genuinely interested in teaching. (EJV)

ED 275 386 JC 860 581

Baldwin, Anne
Internal Program Review of Associate in Science Programs, 1981-82 through 1985-86. Research Report No. 86-33.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Oct 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Graduates; College Programs; College Transfer Students; Community Colleges; Educational Trends; *Education Work Relationship; Employment Patterns; *Enrollment Trends; *Job Placement; Multicampus Colleges; *Outcomes of Education; Program Evaluation; State Standards; Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup

Based on a three-phase program review process used at Miami-Dade Community College (MDCC) in Florida, this report presents a series of tables providing job placement and enrollment data for the college's associate in science (AS) programs. The tables present the following: (1) information on enrollments, completions, and graduate placement for the 33 AS programs that met state standards for program placements; (2) the same information for the 29 programs that did not meet placement standards; (3) a list of programs with no graduates in 1984-85 and 1985-86; (4) a list of programs with fewer than 15 enrollees; (5) a list of programs flagged for below standard performance; (6) a comparison of enrollment and placement rates of MDCC programs with other community colleges; (7) statewide vocational program placement rates for community colleges compared to MDCC 1983-84 graduates; and (8) internal program review data for 1981-82 through 1985-86 by campus on program enrollees, program graduates, employment patterns, continuing education patterns, placement rates, and student majors. (EJV)

ED 275 416 PS 016 117

Luster, Tom
Influences on Maternal Behavior: Childrearing Beliefs, Social Support and Infant Temperament.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Child Rearing; *Individual Differences; *Infants; *Mothers; Parent Attitudes; Parent Child Relationship; *Personality; *Social Support Groups; Socioeconomic Status
IDENTIFIERS- Multiple Measures Approach

This study focuses on identifying factors that contribute to variation in maternal childrearing practices. Of particular interest were parenting practices related to cognitive outcomes during infancy and the early childhood period. It was hypothesized that parenting behavior is multiply determined and that three of the determinants are childrearing beliefs, social support, and infant temperament. Socioeconomic status, a factor consistently linked to differences in parenting style, was included as a determining variable. Childrearing beliefs were assessed in four domains: beliefs regarding "spoiling" the child, beliefs regarding floor freedom, beliefs regarding discipline and control, and beliefs regarding verbal stimulation. A total of 65 mother-infant dyads, residing in Tompkins County, New York, participated in the study. Infants ranged in age from 9 through 23 months; mean age was 15 months. Data were collected with the Home Observation for Measurement of the Environment (HOME), the Parental Beliefs Survey, a social support interview, the Infant Characteristics Questionnaire, and questions soliciting background information. Findings were consistent with the notion that maternal behavior is multiply determined. Childrearing beliefs and social support proved to be strong predictors of maternal childrearing practices, as assessed with the HOME inventory. Findings were also consistent with the hypothesis that childrearing beliefs and social support mediate the relation between socioeconomic status and childrearing practices. (RH)

ED 275 444 PS 016 158

Lamb, Michael E.
A Comparison of "Second Order Effects" Involving Parents and Siblings.
PUB DATE- 85
NOTE- 8p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Fathers; Infant Behavior; *Infants; *Interpersonal Relationship; *Mothers; *Parent Child Relationship; *Siblings
IDENTIFIERS- Second Order Effects

To determine whether the presence of a fourth person affects triads in the same way that the presence of a third person affects dyads, data from two previous studies were reanalyzed. In the original studies a total of 60 infants 12 months of age were observed interacting with their parents in 4 social contexts: 1 parent present, 2 parents present, 1 parent and preschool-aged sibling present, and 2 parents and sibling present. Analyses revealed that (1) infants directed fewer behaviors to either parent when both were present than when only one was present; (2) infants directed fewer behaviors to either parent when the sibling was present than when she or he was absent; (3) a sibling's presence did not inhibit the infants' behavior as much as a parent's presence did; (4) the presence of the other parent or the sibling led parents to vocalize to their infants less; (5) the sibling's presence inhibited the parent's behavior less than the other parent's presence; and (6) the presence of a fourth person did not inhibit interaction significantly more than the presence of a third person. (Author/RH)

ED 275 473 RC 015 968

McCarthy, Kevin F.; Valdez, R. Burciaga
Current and Future Effects of Mexican Immigration in California. Executive Summary. R-3365/1-CR.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- California Roundtable, San Francisco.
REPORT NO.- ISBN-0-8330-0693-2
PUB DATE- Nov 85
NOTE- 56p.
AVAILABLE FROM- The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00, 25% discount on orders of 25 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Census Figures; Change; Demography; Economic Status; Educational Attainment; Educational Needs; *Futures (of Society); *Immigrants; Integration Studies; Labor Market; Mexican Americans; *Mexicans; Models; *Profiles; *Social Integration; Socioeconomic Status
IDENTIFIERS- *California; Diversity (Groups); Economic Impact; *Impact

This study to assess the current situation of Mexican immigrants in California and project future possibilities constructs a demographic profile of the immigrants, examines their economic effects on the state, and describes their socioeconomic integration into California society. Models of immigration/integration processes are developed and used to project future immigration flows. The study's major conclusion is that widespread concerns about Mexican immigration are generally unfounded: Mexican immigrants are not homogeneous, and they differ in their characteristics and their effects on the state. Overall, the immigrants provide economic benefits to the state, and native-born Latinos may bear the brunt of competition for low-skill jobs. In general, immigrants contribute more to public revenues than they consume in public services; however, the youthfulness of the population, their low incomes, the progressiveness of the state income tax structure, and the high costs of public education produce a net deficit in educational expenditures. Continued rapid immigration from Mexico and projected shifts in the industrial and occupational structure of California could disrupt the traditional mobility process of immigrants. These changes will make education an increasingly important key to the occupational and social mobility of Mexican immigrants' children and grandchildren. (NEC)

ED 275 562 SE 047 569

Friedland, Mary
Green Plants. Life Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-915510-76-6
PUB DATE- 82
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; *Botany; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Photosynthesis; Plant Growth; Plant Identification; Plant Propagation; *Science Activities; Science Education; *Science Instruction; Slow Learners; Soil Science; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of life science. Six separate units include: (1) getting started; (2) the seedling; (3) roots; (4) stems; (5) leaves; and (6) new plants from old plants. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 346 IR 051 694

Information Skills Curriculum Project, 7th-8th Grade.
Schuyler-Chemung-Tioga Board of Cooperative Educational Services, Elmira, N.Y.
PUB DATE- 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art; Check Lists; Cooperative Planning; Curriculum Guides; English; Grade 7; Grade 8; Health; Junior High Schools; *Learning Activities; Library Skills; Mathematics; Music; Physical Education; Science Activities; Secondary School Curriculum; Second Languages; Social Studies; Teachers
IDENTIFIERS- *Course Integrated Library Instruction; *Information Skills; New York

Developed in response to the Regents' Action Plan Part 100.4 of the Commissioner's Regulation, which requires a cooperative effort between New York State teachers and librarians to ensure that new course equivalency requirements are fulfilled, this curriculum is designed to facilitate the coordination and integration of library and classroom instruction. Intended for use as guidelines for the teacher and the librarian in developing their cooperative lesson plan, 27 units are presented for the content areas of art, English, foreign language, health, home and career skills, life science, mathematics, music, physical education, physical science, science/social studies/technology, social studies, and technology. The information provided for each unit includes objectives, suggested resources, teaching materials, procedures, and suggested method of presentation. A bibliography of core resources and 12 special subject bibliographies are also included. Appendices contain sample management documents, an information skills checklist, a listing of resources, and a note on evaluation and participation. (KM)

ED 275 487 SE 046 618

Walker, Elaine; Azumi, Jann E.
The Impact of Computer Assisted Instruction on Mathematics Learning Gains of Elementary & Secondary Students.
PUB DATE- Apr 85
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; Ethnicity; *Individualized Instruction; Instructional Improvement; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Secondary School Mathematics; Sex Differences; Socioeconomic Status; Time on Task
IDENTIFIERS- *Mathematics Education Research

In an effort to help determine the processes underlying the acquisition of various mathematical skills, this study examines some of the effects of computer based instruction on achievement in mathematics. The research reported in this document is based on the following questions: (1) what is the relationship between such attributes as sex, ethnicity, socioeconomic status, ability and mathematics achievement in computer based educational programs? (2) are there demonstrable differences in mathematics gain that are related to various content standards? and (3) how do such instructional factors as time on task and instructional management impact on achievement? These questions are addressed by looking at the performance of samples of elementary and secondary students enrolled in a drill and practice computer assisted instruction program. Among the findings of the research conducted with the elementary students were: (1) at the primary level (grades 2 and 3), students of higher ability made greater gains on the computer program; (2) there were no significant differences in performance at the intermediate level (grades 4, 5, 6); and (3) at the advanced level (grades 7 and 8) the students of lower ability had greater gains. Findings at the secondary level suggest that computer assisted instruction maximized individualized instruction and had beneficial learning effects for all ability level students. References are included. (TW)

ED 275 173 FL 016 077

Shohamy, Elana
Input and Output in Language Testing.
PUB DATE- 84
NOTE- 10p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Language Proficiency; *Language Tests; *Linguistic Theory; *Measurement Techniques; Second Language Learning; *Test Construction; *Testing Problems

This study criticizes current approaches to language test development for their restrictive views of how language should be measured. Language tests are based either on an input component (what goes into a test) or an output component (how should the test be measured). An integration of both components on language tests is advocated. The descriptions provided by Stern and Cummins are recommended for addressing the input issues, and measurement theories are suggested as sources for output. However, it is noted that because theories of language proficiency are not complete, many of the available sources may have only preliminary information useful for test construction, and that measurement theories still do not provide sufficient and full direction regarding the psychometric procedures which should be used to deal with communicative and authentic language. As a result, it is suggested that special efforts be made to advance these two components toward their integration in language testing. (MSE)

ED 275 190 FL 016 132

Korpimies, Liisa
Some Aspects of Discourse and Cohesion.
PUB DATE- 78
NOTE- 20p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Coherence; *Cohesion (Written Composition); *Connected Discourse; *Discourse Analysis; Research Methodology; Sociolinguistics
IDENTIFIERS- Birthday Party (Pinter); Dumb Waiter (Pinter)

Analysis of two Harold Pinter plays, "The Birthday Party" and "The Dumb Waiter," illustrates the complementarity of cohesion and coherence in discourse analysis. Coherence is defined as the structure of verbal interaction on a higher level than grammar. Cohesion is defined as the resources of a language that generates interconnected series of sentences and an integrated text, with descriptive units at the same level as the grammatical system. Both coherence and cohesion have generally been considered two different approaches to textuality. However, this analysis shows that the underlying coherence of discourse is realized first by different discourse units, which are then tied to the continuous discourse by the devices of cohesion. Both approaches, coherence and cohesion, are needed for a thorough examination of discourse, and their use together makes possible rigorous sociolinguistic analyses of texts of any length. (MSE)

ED 275 206 FL 016 190

Simich-Dudgeon, Carmen, Ed.
Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, D.C. June 6-7, 1986).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 134p.; For individual papers, see FL 016 191-198.
GRANT- G008302061
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Literacy; Adults; Basic Skills; *Bilingual Education; Cross Cultural Training; Elementary Secondary Education; Immigrants; *Limited English Speaking; *Literacy Education; *Parent Participation; Parent Role; Parent School Relationship; *Program Effectiveness; Public Policy; Refugees; Regional Programs; Teaching Methods; Tutors

The symposium on Issues of Parent Involvement and Literacy marked the culmination of a collaborative project of Trinity College in Washington, D.C. and the Arlington (Virginia) Public Schools to reach out to limited-English-proficient (LEP) parents. Papers include: "Bilingual Education Policies: An Overview"; "Parent Involvement: Implications for Limited English-Proficient Parents"; "Literacy and the Limited English Population: A National Perspective"; "Elementary Literacy Materials"; "Directions in Literacy for Secondary LEP Students"; "Meeting the Educational Needs of the Nonliterate Limited-English-Speaking Adult"; "Basic Skills Education in the Army"; "Language and Community Building: An Intergenerational Approach"; "Literacy in the Refugee Camps in Southeast Asia"; "Illiteracy: How a School District Copes"; "Adult Illiteracy: Implications for Parent Involvement"; "Cultural Issues in Indochinese Parent Involvement"; "Parental Involvement: Building on Overseas Initiatives"; "Cross-Cultural Policy Issues in Minority and Majority Parent Involvement"; "Why Parent Tutors? Cultural Reasons"; "Parents as Tutors"; "Project Welcome"; "Parents Assisting in Learning"; and "Development of Parental Involvement in Bilingual Vocational Education. The appendices include 10 pages listing curricula and materials, videos, and other publications. (MSE)

ED 275 233 HE 019 733

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Anthropology for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; College Faculty; College Programs; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 790 faculty in the field of anthropology are reported for 1982-1983 and 1985-1986 for both public and private institutions, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 67 public and 34 private colleges reported on anthropology faculty salaries, while 69 public and 37 private colleges reported in 1985. Between 1982 and 1985, average salaries of anthropology faculty increased 20.0% at public colleges and 15.3% at private colleges. The average salary for anthropology faculty was above the average faculty salary in the other 40 disciplines (4% above for public colleges and 6% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 248 HE 019 748

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Fine Arts for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Fine Arts; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 2,262 faculty in the field of fine arts are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 56 public and 52 private colleges reported on fine arts faculty salaries, while 128 public and 129 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 22.5% at public colleges and 18.9% at private colleges. The average salary for fine arts faculty was below the average faculty salary in the other 40 disciplines (6% below for public colleges and 12% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Reading Education for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Reading Instruction; *Schools of Education; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 357 faculty in the field of reading education are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 35 public colleges and 18 private colleges reported on reading education faculty salaries, while 38 public and 17 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 21.3% at public colleges and 28.3% at private colleges. At public colleges, the average salary for faculty in reading education was 3% below the average faculty salary in the other 40 disciplines, while at private colleges, it was 4% above the average for the other disciplines. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Kirby, Michael D.

The Ten Information Commandments.

PUB DATE- Jun 86
NOTE- 5p.; Excerpts from the Keynote Address to the National Forum on Access to Information and Privacy (Ottawa, Canada, March 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Communications; Foreign Countries; Futures (of Society); *Information Dissemination; *Information Technology; Information Utilization; *Legal Problems; *Privacy; Science and Society; *Technological Advancement

In response to fears that current institutions and laws may not adapt to rapid technological change with the necessary alacrity, a justice of the Supreme Court of New South Wales presents and briefly discusses ten information commandmants, summarized as follows: (1) contemporary technological developments endanger human rights and civil liberties and require responses from society, including the legal system; (2) the common law system is insufficient to provide adequate responses to the challenges of technology--legislation is needed; (3) in some cases the technology itself demands or even produces legal reform; (4) the people are not always the best judges of their own interests--informed observers have a duty to identify dangers to freedom; (5) the costs of the right to information must be counted, but so must the intangible benefits; (6) information laws must be developed flexibly because of changing technology and the rapidly changing perceptions of the problems; (7) information rights must extend from the public sector to the private sector; (8) information technology presents international issues that require international solutions; (9) legal responses to information rights must attend to real problems and not content themselves with myths and mere symbols; and (10) democratic values must be preserved. (KM)

Dollar, Charles M.
Electronic Records Management and Archives in International Organizations: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/12
PUB DATE- Jan 86
NOTE- 174p.; For an earlier RAMP study on records management in international organizations, see ED 262 779.
AVAILABLE FROM- Division of the General Information Programme, Documentation Centre, UNESCO, 7 Place de Fontenoy 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Artificial Intelligence; Automation; Computer Software; Electronic Mail; Evaluation Criteria; Guidelines; *Information Storage; *Information Technology; *International Organizations; Optical Disks; Questionnaires; Technological Advancement
IDENTIFIERS- General Information Programme; Office Automation; *Records Management; UNESCO; UNISIST

This study is a review of trends in information-handling technology and significant developments which are changing or will change the general environment within which archivists and records managers in international organizations will have to work. Trends in microelectronics, electronic storage, software, data transmission, computer architecture, data entry, and non-digital storage are discussed; electronic technology applications including office automation, electronic mail, data exchange standards, optical disks, computer-assisted retrieval of microfilm, text conversion, and artificial intelligence or expert systems are presented; and the implications and opportunities for new technologies are considered. A discussion of the survey of international organizations conducted to collect information on electronic records management and archives is also presented, and recommendations and guidelines for the Section of Archives of International Organizations (SIO) and for archivists and records managers are offered. Appendices include a glossary, end user hardware/software evaluation criteria, a copy of the questionnaire used in the survey, and lists of sources. (KM)

Liston, Edward J.
The CCRI Electric Boat Program: A Partnership for Progress in Economic Development.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Conference of the National Council for Occupational Education (12th, San Diego, CA, October 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Associate Degrees; Community Colleges; *Cooperative Programs; Incentives; Inplant Programs; Inservice Education; *Job Training; Labor Education; Machinists; Program Descriptions; *School Business Relationship; *Technical Education; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

The Community College of Rhode Island (CCRI) has made a strong commitment to building partnerships with business and industry. CCRI's first customized training program was developed in 1982 with the National Tooling and Machine Association (NTMA), and was designed to enable apprentice machinists to receive the classroom training required to earn a journeyman's certificate while simultaneously earning credit toward an associate in applied science degree. Following the success of the CCRI/NTMA program, the college entered into agreements to develop programs with other major Rhode Island Companies, including General Dynamics Corporation's Electric Boat Division. The more than 100 students enrolled in the CCRI/Electric Boat Program work as apprentice welders, shipfitters, machinists, pipefitters, marine assembly machinists, and sheet metal mechanics, while receiving classroom training required for the apprenticeship and earning credit toward an associate degree. For the most part, the employees' needs did not fit into existing CCRI degree programs. To remedy this, the college requested and received approval for a new degree program for an Associate in Applied Science in Technical Studies (AASTS). The AASTS allows students to earn an associate degree in 3 years without being limited to concentrating on predetermined technical fields. Students attend some classes at the CCRI campus and others at the company facility, with the company paying full tuition and the cost of books and supplies. (EJV)

ED 275 445 PS 016 159

Miyake, Kazuo
Relation of Temperamental Disposition to Classification of Attachment: Comparisons of the Results Obtained in Two Independent Samples.
Hokkaido Univ., Sapporo (Japan). Faculty of Education.
PUB DATE- 85
NOTE- 8p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Foreign Countries; *Infant Behavior; Infants; *Neonates; *Personality; Stranger Reactions
IDENTIFIERS- Crying; Japanese People; Research Replication

In a longitudinal study of 29 middle-class Japanese infants, an attempt was made to identify early temperamental dispositions that predict later attachment classification. Specifically, Ainsworth Strange Situation observations at 12 months of age were preceded by, among others, observation of distress evident in newborns when a nipple was removed; and, at 7.5 months, observations of separation distress, reaction to a stranger, and mother-infant interaction. Assessments were administered to two cohorts. Analysis of the data revealed the following results: (1) A total of 22 Cohort 2 infants were coded Type-B, 8 were coded Type-C, and none was coded Type-A. This distribution across attachment categories replicated the one found in Cohort 1. (2) In both cohorts a marginally significant trend toward crying was found among a majority of Type-C babies in the response to interruption to sucking task. (3) In both cohorts observation of the infants' response to the entry of a male stranger and temporary separation from their mothers at 7.5 months revealed more signs of fear behavior among Type-C than Type-B infants. It was concluded that the findings reported previously for Cohort 1 were replicated by results obtained for Cohort 2. (Author/RH)

ED 275 461 PS 016 183

Full-Day Kindergarten Pilot Program. Interim Report of the Full-Day Kindergarten Pilot Program Committee. Interim Evaluation. Full-Scale Evaluation.

Hamilton Township Schools, NJ.

PUB DATE- 84
NOTE- 661p.; Seven pages were removed because of copyright restrictions.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Curriculum Development; Grade 1; *Individual Development; *Kindergarten; *Outcomes of Education; Primary Education; Program Development; *Program Effectiveness; Program Evaluation; Questionnaires
IDENTIFIERS- *Full Day Programs; *Half Day Programs; New Jersey (Hamilton Township)

Includes reports and evaluations of the full-day kindergarten pilot program implemented in Hamilton Township, Hamilton Square, New Jersey in the 1982-83 school year and continued in 1983-84. Consisting mainly of 12 appendices, the 1982 interim report concerns program planning, curriculum development, legal issues, site visits, publicity, foci of research efforts, pre-kindergarten screening, committee meetings, and a teacher workshop. The 1983 interim evaluation reproduces the 1982 interim report; includes minutes of additional committee meetings; a description of the program evaluation including questionnaires for parents, aides and professional staff; as well as findings, conclusions, and recommendations. The 1983 full-scale evaluation reviews background, achievement, behavioral, attendance, and attitudinal data; logs of unusual occurrences; and formative evaluation activities. Findings showed that in comparison with children attending half-day programs, children in full-day kindergarten displayed better socioemotional development, received higher grades on report cards, and scored higher on standardized tests. Comments from parents, staff, teachers, and resource specialists are appended. The 1984 second interim evaluation reproduced and extended the full-scale evaluation with information about first graders who had been involved in the pilot program. Compared with first grade students who had attended half-day kindergarten, those who experienced the full-day program showed significantly higher achievement in all academic subject areas. (RH)

RC

ED 275 503 SE 047 477

Sherwood, Robert D.
The Development of Videodisc Based Environments to Facilitate Science Instruction.
PUB DATE- Apr 86
NOTE- 35p.; Document contains small print.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Technology; Higher Education; Instructional Materials; *Instructional Systems; *Interactive Video; Man Machine Systems; *Mediation Theory; Multimedia Instruction; Peer Teaching; *Problem Solving; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Videodisks
IDENTIFIERS- *Interactive Systems

Formal educational environments often provide less support for learning than do the everyday environments available to young children. This paper considers the concept of idealized learning environments, defined as "Havens." Various components of Havens are discussed that may facilitate comprehension, especially in science instruction. These components include: (1) the opportunity to learn in semantically rich contexts; (2) the availability of "mediators" who can guide learning; and (3) the importance of understanding how new knowledge can function as conceptual tools that facilitate problem solving. Three experiments were presented that suggest some of the advantages of learning in "Haven-like" environments. Two experiments were done with college students and one with junior high school students. The experiments involve very simple uses of instructional technology, yet they showed positive results. The results suggest that more sophisticated use of technology, especially computer-controlled interactive videodiscs, should have even greater benefits on comprehension and other forms of learning. Some videodisc-based Havens that are being developed at Vanderbilt University are described. (Author/TW)

ED 275 518 SE 047 500

Precautions with Chemicals Commonly Used in Secondary Science Laboratory Instruction or Produced in Laboratory Experiments.
Los Angeles Unified School District, CA. Office of Secondary Instruction.

PUB DATE- 84
NOTE- 58p.
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012 (Publication No. SC-865, $3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; *Chemical Analysis; Chemistry; *Hazardous Materials; Laboratory Manuals; *Laboratory Safety; Safety; *School Safety; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Los Angeles Unified School District CA

Developed to increase student and teacher awareness of safe laboratory conditions, this guide provides information and suggestions for maintaining a safe laboratory environment. Section 1 contains a listing of potentially hazardous chemicals commonly used in secondary school science classes and section 2 lists potentially hazardous chemicals produced in laboratory experiments and other activities. Information for each chemical in both sections is given in tabular form and includes: (1) chemical name; (2) hazards associated with the chemical; (3) incompatible substances or conditions; (4) storage containers; (5) other safeguards; and (6) first aid treatment. A glossary of terms related to laboratory safety is also included. (ML)

ED 275 533 SE 047 515

Brantley, L. Reed; And Others
Evaluation Guide - Foundational Approaches in Science Teaching (FAST).
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
PUB DATE- 83
NOTE- 104p.; Some charts contain small print.
AVAILABLE FROM- Foundational Approaches in Science Teaching Program, Curriculum Research and Development Group, 1776 University Avenue, Honolulu, HI 96822.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biological Sciences; Earth Science; Ecology; *Environmental Education; *Evaluation Methods; Interdisciplinary Approach; *Measurement Techniques; Physical Sciences; Science Education; Secondary Education; Secondary School Science; Self Evaluation (Individuals); *Student Evaluation; Testing
IDENTIFIERS- *FAST Program; *Hawaii

Foundational Approaches in Science Teaching (FAST) is an interdisciplinary environmental science program which emphasizes the foundational concepts and methods of the physical, biological, and earth sciences, and relates these concepts to issues about the human use of the environment. This document stresses that evaluation is an integral part of the FAST program, and it discusses both formal and informal evaluation mechanisms used by teachers to monitor student progress. Students also are involved in evaluating their own progress through a self-evaluation mechanism which is built into the program. The guide: (1) defines evaluation, for the purposes of the program; (2) describes the functions of evaluation, using several examples of both teacher and student evaluations; (3) explains the FAST instructional system; and (4) delineates the components of the evaluation system used in the FAST program. The last and longest section of the guide consists of the evaluation instruments used in the Physical Science and Ecology strands of FAST 1, the local environment component of the FAST program, along with suggestions for preparing, organizing and assessing each evaluation. (TW)

ED 275 548 SE 047 531

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2, Teacher. Experimental. Level 2.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-519-2
PUB DATE- 85
NOTE- 465p.; For part 1 of the teacher's manual, see SE 047 530. For students' workbook, parts 1 and 2, see SE 047 528-529.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; Elementary Education; *Elementary School Mathematics; *Learning Activities; Mathematics Curriculum; *Mathematics Instruction; *Teacher Developed Materials; Teaching Methods; Worksheets

The major goal of the Comprehensive Instructional Management System (CIMS) for mathematics is to provide classroom teachers in New York City with a well-structured, objective-based curriculum. This second part of the manual for Level 2 includes modules for 12 topics: numbers and numeration; addition of whole numbers; subtraction of whole numbers; multiplication of whole numbers; division of whole numbers; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; problem solving; and review. The instructional sequence is listed, followed by the content listed by topic. Reinforcement of previously learned skills is incorporated where appropriate. Then, each objective is taken up in turn, with vocabulary, activities for getting started, and teaching strategies described. The pupil's worksheets are interspersed. Resource materials, symbols, and equipment lists are included. (MNS)

Echaore, Susan D.; Bartavian, John
Human Systems. Life Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-88102-023-0
PUB DATE- 84
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anatomy; Biology; Blood Circulation; Cardiovascular System; Educationally Disadvantaged; Elementary Education; *Elementary School Science; *Human Body; Nutrition; Physiology; Reproduction (Biology); *Science Activities; Science Education; *Science Instruction; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of life science. Seven separate units include: (1) you are alive; (2) moving parts; (3) staying alive; (4) the movers and removers; (5) systems that control your body; (6) creating life; and (7) taking care. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 220 HE 019 664

Altbach, Philip G.
Higher Education and the Distribution of Knowledge: International Perspectives.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Chapter in "The Knowledge Context" by Philip G. Altbach, State University of New York Press, Albany, NY, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; College Libraries; *College Role; *Diffusion (Communication); Higher Education; *Information Sources; *International Educational Exchange; Networks; *Publishing Industry; *Scholarly Journals

The relationship between academic institutions and knowledge dissemination is discussed, with attention to new technologies, university presses, the role of scholarly journals, colleges as gatekeepers of knowledge, colleges as both producers and consumers of scholarly products, and an international network of knowledge distribution. New technologies cause economic and ethical problems but also provide immediate access to information. Fiscal problems for higher education in many countries have meant that budgets for dissemination and storage of knowledge, especially library funds and allocations for university presses, have been cut. University presses, particularly in the United States and Britain, are major publishers of scientific literature. Scholarly journals are typically edited in universities and frequently published on campus. Academic institutions are also the primary users of scholarly publications. Universities, through the system of evaluation of professional performance, act as indirect gatekeepers, deciding what kinds of knowledge will be rewarded. Universities in the large industrial nations are the major producers of scholarly knowledge, as well as the main distributors. Academic institutions in other countries, and particularly in the Third World, are, in the main, consumers of scholarly materials and research published elsewhere. (SW)

ED 275 277 HE 019 795

Endo, Russell
Future Priorities for Asian American Studies Programs.
PUB DATE- Oct 86
NOTE- 19p.; Paper presented at the East Coast Asian American Scholars Conference (Ithaca, NY, October 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; *Asian Americans; *College Programs; Cultural Background; Educational Needs; Ethnicity; *Ethnic Studies; Higher Education; *Immigrants; Needs Assessment; *School Community Relationship

Priorities for Asian American Studies (AAS) programs for the future are discussed, along with the early history of these programs, changes they have undergone, and four impacts of the programs. Major impacts include: increased ethnic consciousness of Asian American students, increased sensitivity of colleges to Asian American curriculum and student services needs, positive support for Asian American community organizations, and research dealing with Asian Americans. Four concerns that are future priorities are as follows: (1) the need to redesign courses/curricula to better accommodate the needs, interests, and backgrounds of immigrant generation Chinese, Pilipino, Korean, Indochinese, and Asian Indian students; (2) the need to create a strong organizational network of AAS programs to exchange ideas on management, curriculum development, research, and responses to college financial cutbacks; (3) the need to develop new theoretical concepts and to explore new research topics, including the characteristics, communities, and problems of recent Asian immigrants; and (4) the need for AAS programs to closely reexamine their relations with Asian American communities. Seven additional priorities that might be addressed by AAS programs in the future are identified. The scope of a 1985 research project on AAS programs is briefly described. A four-page bibliography concludes the document. (SW)

ED 275 290 HE 019 811

Statistical Abstracts, Fall 1985--Official. Instructional Workload, Faculty, I&DR Costs. State University of New York and Fall 1985 Statistical Abstracts Supplement. Trends of Selected Indicators by Discipline Category, Fall 1975-Fall 1985.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- 85
NOTE- 391p.; Statistical data is printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; *College Credits; College Faculty; *College Instruction; *College Programs; Departments; *Faculty Workload; Full Time Equivalency; Graduate Study; Higher Education; *Intellectual Disciplines; *Program Costs; Teacher Student Ratio; Trend Analysis; Undergraduate Study; Unit Costs
IDENTIFIERS- *State University of New York

An intercampus summary of reports showing instructional workload and financial resources of academic departments of the State University of New York is presented for fall 1985. Included are statistical tables and graphs, along with a supplement covering trends of selected indicators by discipline for 1975-1985. Information for the 30 campuses is derived from the official Course and Section Analysis system. For specific colleges and categories of colleges, data are provided on cost factors for undergraduate and graduate courses (for all disciplines totaled and for 19 separate disciplines), including: student credit hours, class size, student/faculty ratio, full-time equivalent (FTE) faculty, FTE workload, salary per student credit hour, support costs, and instruction and departmental costs. The percentage distribution of weekly faculty and student contact for each college and college type is indicated for five types of instruction: class, laboratory, tutorial, independent, and programmed. Also covered is the percentage distribution of student credit hours by level of student (lower/upper division undergraduates and beginning/advanced graduate students). For each college, data are included on the total authorized FTE positions, both filled and vacant. Teaching activities that do/do not produce credit hours and state-funded teaching titles are covered. (SW)

ED 275 317 IR 012 380

Moursund, Dave
Computers and Problem Solving: A Workshop for Educators.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-34-6
PUB DATE- 86
NOTE- 99p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; *Computers; *Computer Uses in Education; Heuristics; Higher Education; Listening Skills; *Problem Solving; Professional Continuing Education; Teaching Methods; *Workshops

Written in the form of a workshop transcript for participants to take with them, this booklet is designed to present new ideas, reinforce ideas covered in the workshop, suggest applications of workshop content, and encourage participants to use the applications. The concept of "problem" is defined; key ideas in problem solving are considered; roles of computers in problem solving and building on previous work are discussed; effective procedures for problem solving are explored; and conclusions and recommendations are presented. Exercises and debriefing activities for participants are included throughout the text, applications and activities are listed at the end of each chapter, and references are provided. A brief Guide to Active Listening is appended. Numerous humorous illustrations are inserted throughout the text. (KM)

ED 275 360 JC 860 549

Minority Student Participation: Illinois Public Community College System, Fiscal Years 1983 through 1986.
Illinois Community Coll. Board, Springfield.
PUB DATE- Sep 86
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; Census Figures; College Programs; *Community Colleges; Educational Environment; Educational Trends; *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Graduation; *Minority Groups; School Holding Power; State Surveys; Student Recruitment; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

An analysis is provided of minority student participation in educational programs offered by the Illinois system of public community colleges. Section I describes the report's purpose, scope, and organization, and sets the discussion of minority students' higher education participation in the context of state and national trends and expressions of concern. Next, section II presents and analyzes Illinois community college enrollment and completion patterns by racial/ethnic categories, by individual college, and by program areas. In addition, this section compares district enrollment patterns with 1980 census data. The climate for the education of minority students is examined in section III, which includes data showing the racial/ethnic characteristics of teaching faculty and administrative and professional staff, and offers an analysis of the methods colleges use to recruit and retain minority group students. The final section presents conclusions and future directions to be taken by individual community colleges and the Illinois Community College Board. (LAL)

ED 275 387 JC 860 582

Baldwin, Anne

Assessment of Follow-Up Research (Summary of a Vocational Grant Project). Research Report No. 86-34.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Oct 86

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Graduates; College Transfer Students; Community Colleges; *Data Collection; *Followup Studies; *Graduate Surveys; Multicampus Colleges; *Questionnaires; *Research Methodology; Research Problems; School Surveys; Two Year Colleges; *Vocational Followup

A project was undertaken at Miami-Dade Community College (MDCC) in Florida to develop new student follow-up methodologies and to field test these methodologies in order to increase the accuracy of placement and follow-up data supplied to the state; to reduce the number and percent of former MDCC students falling into the "unknown" placement status category; and to investigate and reduce the bias inherent in the present employer follow-up survey to produce more representative results. The project involved the exploration of non-traditional sources for data, including in-state private university transfers, out-of-state university transfers, state university system course file tapes, and Immigration and Naturalization Services (INS) Files. A new research instrument, the Employer Evaluation Scale, was designed to collect data suited to institutional needs. Efforts to reduce the number of students in the "unknown" category identified 436 MDCC transfer students attending private colleges and 268 students attending out-of-state universities. Because of legal restrictions, INS files could not be used to gather information on foreign students. The newly designed Employer Evaluation Scale instrument provided useful monitoring data as well as state-of-the-art and state-of-the-market data. Several follow-up questionnaires are appended. (EJV)

ED 275 401 PS 016 057

Weiner, Roberta
AIDS: Impact on the Schools. A Special Report from the Education Research Group.
Education Research Group, Arlington, VA.
REPORT NO.- ISBN-0-937925-02-0
PUB DATE- 86
NOTE- 270p.
AVAILABLE FROM- Capitol Publications, Inc., 1101 King Street, P.O. Box 1453, Arlington, VA 22313-2053 ($45.50, discount rates available on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Children; College Students; *Communicable Diseases; Court Litigation; Elementary Secondary Education; Epidemiology; Guidelines; Higher Education; *Policy Formation; Prevention; *School Responsibility; School Role
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This special report is designed to clear up misconceptions about the acquired immune deficiency syndrome (AIDS). Chapter One provides the facts: how many children have AIDS, how AIDS spreads and how it doesn't spread, and who gets AIDS. While new developments occur constantly in AIDS research, experts are convinced of the central fact presented in Chapter One: AIDS is not spread by casual contact. Chapter Two describes how the AIDS crisis has affected schools thus far. It details how the U.S. Centers for Disease Control recommends schools handle students and employees with AIDS, and summarizes a variety of state and local responses to the disease. Chapter Three examines, in depth, how two local school districts dealt with children with AIDS, and shows how their radically different approaches produced radically different results in their communities. Chapter Four provides up-to-date information on AIDS litigation and includes predictions from attorneys about what school officials can expect next. Chapter Five explains why it is crucial to have an AIDS policy before a student or employee becomes infected with AIDS and offers step-by-step recommendations for drawing up a policy that considers school district needs. Chapter Six indicates why schools should educate their students and employees about AIDS whether or not they have an AIDS case on campus. It tells what the experts think: that schools have the power to stop the spreading of AIDS through the right kind of education. Chapter Seven reveals the unique problems colleges and universities face in dealing with AIDS. It examines what college officials and students have done to set up policies and educate their communities about AIDS. And it details the recommendations of the American College Health Association. Recommendations to help schools deal with AIDS are scattered throughout the book, and the report ends with a section of recommended actions every school administrator can take to better control the kind of impact AIDS has on his/her school. Twelve appendices provide numerous guidelines, statements, directories and other resources. (RH)

ED 275 417 PS 016 118

Kreppner, Kurt
The Arrival of a Second Child: Family Tasks and Rhythms of Mutual Adaptation.
PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the World Congress on Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Age Differences; Birth Order; *Child Development; Family Life; Foreign Countries; Infants; Longitudinal Studies; Preschool Children; Preschool Education; *Socialization
IDENTIFIERS- West Germany

The interplay between an infant's development and its family context during the early years has been studied in a longitudinal investigation. A total of 16 normal families having 1 child between 1 and 3 years of age and a newborn child were observed monthly in unstructured situations in their homes over a period of 2 years. When the youngest child was about 5 years of age, both children in each family were given intelligence tests. Tape recorded observations were split into episodes 20 to 40 seconds in duration and scored according to categories covering different domain of family interaction. Data from 7 families were cross classified and analyzed as to general trends of changes and continuity during the 2-year period. Verbal intelligence scores of each family's two children at at preschool/school age were used as guidelines for a longitudinal follow-down approach. Four families whose children had high scores on verbal intelligence tests and four families with low scoring children were selected from the total sample. The two contrasting groups were used for exploring salient differences in family-specific socialization activities during the early years. Results of general trend analyses point to an age-specific adaptation rhythm of family dynamics during the 2-year period. Results from the study of contrasting groups point to family- and age-specific socialization patterns during the early years. (Author/RH)

ED 275 431 PS 016 133

Craycraft, Kenneth; Timme, Kay
Beginning Mapping Skills: A Unit of Study for Kindergarten Children. A Ten Day Unit of Study.
Sam Houston State Univ., Huntsville, Tex.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; *Instructional Materials; *Kindergarten Children; *Learning Activities; *Lesson Plans; *Map Skills; Primary Education

The purpose of this unit of study is to familiarize kindergarten children with the use of symbols to represent actual places or objects. The unit is primarily intended for kindergarten children, but can be modified for use with first grade students. Implementation of the unit should require between 10 and 12 class days. Provided are an outline of unit content; a list of objectives, including knowledge, skill, and attitude objectives; a list of learning activities; a list of materials and resources; and a note concerning student evaluation. Attachments provide graphic symbols for household and classroom furniture and equipment. (RH)

ED 275 474 RC 015 969

Evans, Stephanie; Crockett, Stanley
Coping Styles and Gender-Role: Some Implications for Mexican American Adult Education.
PUB DATE- Oct 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Behavior Patterns; Community Change; Community Coordination; Community Education; Community Involvement; *Coping; Educational Cooperation; Hispanic American Culture; *Mexican Americans; Network Analysis; Parent Education; *Role Conflict; Role Perception; *Sex Role; Social Networks

Passive coping behavior and traditional role-gender definitions affect learning needs of segments of the Mexican American adult community and may affect the behavioral development of younger family members. Networking within the community is useful in defining and meeting learning needs of adult Mexican Americans by creating cooperative, deliberately structured community change rather than individual learning in the classroom. Cooperation with elementary, secondary, and college educators helps detect needs of the adult community and offers approaches to teaching through parent education and participation programs and behavioral science theory. Individuals in private and public service agencies and businesses have valuable insights into learning needs of their consumers. An adult education class on networking may generate collaboratively developed lists of learning needs and may uncover needs of professional and service adults as well as needs of the target group. Curricula derived from such classes might help participants to find ways to work through threats from role changes, increase parent-child communication, and teach active coping behaviors. (LFL)

ED 275 174 FL 016 078

Sussmilch, Edgar
Language Testing with Immigrant Children.
PUB DATE- 84
NOTE- 12p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Cloze Procedure; Foreign Countries; *German; *Immigrants; Language Proficiency; *Language Tests; *Second Languages; *Standardized Tests; Student Placement; *Test Use
IDENTIFIERS- *C Tests; West Germany

This study examines the differences of approaches to second language testing in West Germany in regard to linguistic bases, pedagogical aims, and the desired degree of standardization and empirical quality control. One approach demands a curriculum-integrated diagnosis of language development aiming at a highly differentiated description of the individual second language proficiency level to determine appropriate therapeutic procedures. A second approach demands the development of standardized language tests that are objective, reliable, and valid. Investigation of the C-Test suggests that it fills all of the requirements of the second approach, and is useful in classroom testing, selection, classification, and placement. The lack of suitable standardized tests for second language learners in Germany has stimulated development of informal testing procedures, but most have not been properly researched and are cumbersome to administer. Standardized tests such as the C-Test have the advantage of economy of administration and interpretation, and could play an important role in improving the educational opportunities of immigrant children in Germany. (MSE)

Lautamatti, Liisa
Some Observations on Cohesion and Coherence in Simplified Texts.
PUB DATE- 78
NOTE- 18p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coherence; *Cohesion (Written Composition); *Discourse Analysis; Higher Education; Reading Comprehension; Reading Materials; *Reading Processes; Reading Strategies; Second Language Instruction; Sentence Structure; Syntax; Vocabulary
IDENTIFIERS- *Simplification (Language)

Analysis of several texts simplified to teach reading comprehension to college second language students shows that simplification affects both textual cohesion and coherence. Moreover, simplification restricts the amount of significant semantic information and creates a more transparent pattern of reference. The use of cohesive conjunctions varies inconsistently, while the use of modality markers decreases slightly. In some cases, more metalinguistic markers are included. The results indicate a need

for further research on the use of various discourse organizers and their role in reading comprehension, on the effect of the reduction of semantic information dimensions on the text's information content, and on the possible loss of complexity inherent in authentic texts. The complexity of the text helps the reader process meaning as information relating to extra-textual phenomena. (MSE)

ED 275 207 FL 016 191

Whitten, Carol Pendas
Bilingual Education Policies: An Overview.
PUB DATE- Jun 86
NOTE- 7p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7, 1986); see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Bilingual Education; Court Litigation; Educational Change; Elementary Secondary Education; *Eligibility; *Federal Aid; *Federal Legislation; Federal Regulation; Government Role; Parent Participation; Public Policy; *School Districts; *Teaching Methods
IDENTIFIERS- *Bennett (William J)

Reforms in bilingual education currently sought by Secretary of Education Bennett would enable school districts to apply for and receive federal bilingual education funds regardless of the methodology they choose for those programs. The objective is to get the federal government out of the business of mandating curriculum to local schools. The rationale behind the reforms is based on the history of the federal role in bilingual education. Regulations issued in June 1986 for implementation of 1984 amendments to the Bilingual Education Act represent a major step in bringing about this reform. They have three main focuses: the autonomy of the local education agencies in deciding the amount of native language instruction to be used, recognition of the importance of parental involvement in the bilingual programs, and the need for local agencies to outline plans for managing and financing the instructional program when Title VII funds are reduced or are no longer available. These reforms recognize the major role of the local community in bilingual education. It is the responsibility of those who deal with the parents of limited-English-proficient students to carry the message to them about their role in the reform's success. (MSE)

ED 275 347 IR 051 695

Copyright Holder Protection Act. Hearing before the Subcommittee on Patents, Copyrights and Trademarks of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on S. 1384. A Bill to Amend the Copyright Act of 1976 to Clarify the Operation of the Derivative Works Exception (November 20, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg.-99-774
PUB DATE- 86
NOTE- 162p.; Serial No. J-99-74. Document contains small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; *Copyrights; *Federal Legislation; Hearings; Legal Problems; Legal Responsibility; *Publishing Industry
IDENTIFIERS- Congress 99th; Copyright Law 1976; Derivative Works; Royalties

This hearing addressed Senate Bill 1384, which deals with the copyright issue and seeks to alter the 5-to-4 decision of the Supreme Court of the United States in the Mills Music case. The question under consideration is whether the law should be made explicit to the effect that the class of intended beneficiaries of all royalties under the termination rights provisions consists exclusively of authors and their heirs (and the other statutory renewal claimants), and that the class of intended beneficiaries of the derivative works exceptions consists exclusively of those who create derivative works, or whether the status quo should be allowed to remain so that a substantial shield against termination is granted to those primary publishers who, under assignments from the author, themselves authorize the preparation of derivative works. Statements and testimony from the following individuals are presented: (1) Howard L. Berman, U.S. Representative, California; (2) Barbara Ringer, former Register of Copyrights; (3) Dean Kay, executive vice president and general manager, Welk Music Group; (4) Michael S. Oberman, counsel, of Kramer, Levin, Nessen, Kamin & Frankel; (5) Irwin Karp, counsel, the Authors League of America, Inc.; and (6) George David Weiss, president, Songwriters Guild of America. Two appendices contain a letter to Senator Charles McC. Mathias, Jr., from Richard Colby, attorney, November 20, 1985, and a letter to Senator Arlen Specter, from Burton L. Litwin, vice president, Belwin Mills Publishing Corp., December 10, 1985. (KM)

ED 275 488 SE 046 675

Champagne, Audrey B., Ed.; Hornig, Leslie E., Ed.
Science Teaching. This Year in School Science 1985. The Report of the 1985 National Forum for School Science.
American Association for the Advancement of Science, Washington, D.C.
REPORT NO.- ISBN-0-87168-286-9
PUB DATE- Jun 86
NOTE- 238p.
AVAILABLE FROM- American Association for the Advancement of Science, 1333 H Street, N.W., Washington, DC 20005 (Member, $9.95; nonmember, $12.95).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; Elementary School Science; Elementary Secondary Education; *Inservice Teacher Education; Mathematics Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Science Teachers; Scientific Literacy; Secondary School Science; *Teacher Improvement; Teacher Recruitment; *Teacher Supply and Demand; Technology

Issues related to the improvement of science teaching are examined in this collection of proposals and papers from the 1985 National Forum for School Science. Generalized comments are offered on strategies for strengthening science teaching and on selected proposals concerned with the recruitment and retention of science teachers. Topic areas addressed in the forum's presentations and background papers include: (1) science teaching in a global society; (2) a chemist's view of science teaching; (3) producing curriculum-proof teachers; (4) science teaching in a technological world; (5) a sociological perspective on teaching; (6) production and utilization of talented science teachers; (7) the need for generalized science literacy; (8) economic and policy trends and proposals; (9) empowering science teachers; (10) a teacher's view of the situation; (11) science teaching 1985; (12) economic and policy trends affecting teacher effectiveness in mathematics and science; (13) excellence and equality: the contradiction in science teaching; and (14) curriculum-proof teachers in science education. Appendices contain the forum's program, a participant list, and a compilation of statistical information on science teachers. (ML)

Wolf, Edward C.
Beyond the Green Revolution: New Approaches for Third World Agriculture. Worldwatch Paper 73.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-74-7
PUB DATE- Oct 86
NOTE- 49p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agricultural Production; *Agricultural Trends;

Agriculture; *Appropriate Technology; *Developing Nations; *Environmental Education; Environmental Influences; Fertilizers; Field Crops; Global Approach; Land Use; Pesticides; Regional Characteristics; Revolution; Technological Advancement
IDENTIFIERS- Biotechnology; *Green Revolution

After 20 years, the "green revolution" is generally referred to as a milestone in the international agricultural movement. The introduction of new varieties of wheat and rice, along with fertilizers, pesticides, and mechanized farm equipment has produced a dramatic increase in world food production. This paper assesses the successes of the green revolution in light of its effect upon third world countries. It cautions that the revolutionary gains in agricultural production have not been distributed evenly. This uneven distribution of productivity is discussed in the first chapter, "Productivity Reconsidered." The second chapter, "Beyond the Green Revolution," considers the need for new crop varieties and technologies (including biotechnologies) but argues that tomorrow's innovations must be more consistent with regional agricultural traditions. This approach will help to avoid some of the environmental and social costs associated with the agricultural technologies utilized during the green revolution. The third chapter, "Rediscovering Traditional Agriculture," examines the benefits and limitations of traditional methods of agriculture, indicating that these practices should provide the basis for new practices, rather than be swept aside as archaic. "Toward Appropriate Biotechnology" discusses some of the possible contributions offered by biotechnology as tools for more efficient and sustainable agriculture. The document concludes with a call for additional research in sustainable agriculture productivity. (TW)

ED 275 519 SE 047 501

Physical and Earth Science AB: Grades 9-12. A Course Outline for Senior High Schools. Publication No. SC-874.

Los Angeles Unified School District, CA. Office of Secondary Instruction.

PUB DATE- 85

NOTE- 279p.; Small print in Appendix B may affect legibility.

AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012 (PUblication No. SC-874, $7.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cognitive Processes; Course Content; *Course Descriptions; *Earth Science; Formal Operations; High Schools; Lesson Plans; *Physical Sciences; Science Activities; Science Education; *Science Instruction; *Secondary School Science; Teaching Guides

IDENTIFIERS- *Los Angeles Unified School District CA

Physical and Earth Science AB, a required senior high school course in the Los Angeles Unified School District, uses an investigative approach for developing scientific understanding and attitudes for students. Contents include: (1) summary of representative objectives; (2) teacher responsibilities; (3) the agenda; (4) guidelines for assignment of homework; (5) how to use this outline; (6) time schedule and sequence of units; (7) required skills and concepts (containing the objectives, content outlines and continuum skills for 10 units of study); (8) teacher-directed instructional sequences (providing 10 sample lessons with activities); (9) teaching strategies; (10) categories of thinking and suggested verbs for use in stating cognitive outcomes; (11) evaluation procedures; and (12) tips for parents. Appendices consist of the answer key and scoring and testing procedures for the classroom test of formal operations, a list of resources, and the secondary science continuum for the Los Angeles Unified School District. (ML)

ED 275 549 SE 047 532

Sanchez, Karen; Betkouski, Marianne
A Study of Factors Affecting Student Performance in Community College General Chemistry Courses.
PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Chemistry; *College Science; Community Colleges; Formal Operations; Grade Point Average; Higher Education; *High Risk Persons; Predictive Measurement; *Predictor Variables; Science Education; Science Instruction; Scores; Student Attitudes; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Science Education Research

High risk students in college chemistry are often identified by low mathematics SAT scores, low American Chemical Society Toledo scores, and secondary school chemistry grades. This study was designed to identify additional variables that can be used at the community college level as predictors of success in chemistry. The study compared students' mid-semester and final grades in two levels of general chemistry with: (1) their level of intellectual development; (2) attainment of science process goals; (3) background in laboratory science, chemistry, physics and algebra; (4) attitudes toward science, mathematics and chemistry; (5) grade expectancy; (6) cognitive style; (7) sex; and (8) age. Of the predictors of success identified for the introductory chemistry class, the best predictors were grade point average (GPA) and prior chemistry background. The successful student in introductory chemistry was older, had a better grasp of science process skills, and had good algebra grades. The analysis identified 13 predictors of success in the general chemistry courses; the single best predictor for success was GPA. High scores on the Test of Logical Thinking (TOLT) and the Test of Integrated Process Skills (TIPS) were also significant predictors. (TW)

Howe, Richard D.; Carlton, J. Beth

Salary-Trend Study of Faculty in Area and Ethnic Studies for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Area Studies; College Faculty; College Programs; Comparative Analysis; Departments; *Ethnic Studies; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 236 faculty in the field of area and ethnic studies are reported for 1982-1983 and 1985-1986 for both public and private institutions, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 16 public and 9 private colleges reported on salaries of faculty in area and ethnic studies, while 15 public and 10 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 26.6% at public colleges and 12.9% at private colleges. The average salary for faculty in ethnic and area studies was above the average faculty salary in the other 40 disciplines (5% above for public colleges and 12% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Howe, Richard D.; Simmons, David N.

Salary-Trend Study of Faculty in Foreign Languages for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Language Teachers; Private Colleges; *Second Language Instruction; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 4,170 faculty in the field of foreign languages are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 145 public and 149 private colleges reported on foreign language faculty salaries, while 150 public and 156 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.6% at public colleges and 18.4% at private colleges. The average salary for foreign language faculty was below the average faculty salary in the other 40 disciplines (3% below for public colleges and 7% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 264 HE 019 764

Howe, Richard D.; Eckert, Sidney W.

Salary-Trend Study of Faculty in Secretarial and Related Programs for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Office Occupations Education; Private Colleges; *Secretaries; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 551 faculty in secretarial and related programs are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 44 public colleges and 20 private colleges reported on salaries of secretarial science faculty, while 55 public and 22 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.6% at public colleges and 30.5% at private colleges. The average salary for faculty in secretarial and related programs was below the average faculty salary in the other 40 disciplines (9% below for public colleges and 23% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Grantham, J. O.
Transforming Higher Education or (NUTN and the Information Age).
PUB DATE- Dec 85
NOTE- 9p.; Paper presented at the Annual Conference of the National

University Teleconference Network (4th, Stillwater, OK, December 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Communications Satellites; *Futures (of Society); *Higher Education; *Information Dissemination; Information Needs; *Information Networks; Technological Advancement; *Telecommunications; *Teleconferencing
IDENTIFIERS- *National University Teleconference Network

New values, economic necessity, computers, and telecommunications interacting on each other are transforming our personal lives and our institutions. These changes can be for the good if we transform ourselves to handle them properly as a new dimension in society. Higher education, by its very nature, should be affected profoundly as we move into the information age, and if our academic institutions will not transform themselves to meet the demands of the student, private corporations will. To meet these demands, academic institutions will need more information, more quickly disseminated, and more widely dispersed both internally and externally. The goal of the National University Teleconference Network (NUTN) is to become a major satellite networking organization for higher education. Instructors, researchers, and continuing educators, as well as personnel in other vital university services lacking the time and know-how to organize special communications networks, can rely on NUTN as the pipeline for the flow of information in the field as the system increases its skill in establishing ad hoc telecommunications networks. In this way, academic institutions will transform their situations to meet the challenges of the information age. (KM)

ED 275 318 IR 012 388

Ainsworth, David
Expanding Instructional Television.
PUB DATE- 2 Apr 86
NOTE- 8p.; Paper presented at the Annual Conference of the National Society for Performance and Instruction (San Francisco, CA, April 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Costs; Courses; *Discussion (Teaching Technique); *Distance Education; *Educational Television; Higher Education; Nontraditional Students; *On Campus Students; Production Techniques; *Teacher Student Relationship; Training Methods; *Videotape Recordings
IDENTIFIERS- Governors State University IL; *Teleclasses

When Governors State University looked to television as a strategy for improving the efficiency of its instructional programs in 1982, a proposal was made to turn certain courses taught by professors semester after semester to large numbers of students into television courses that could be taken by students throughout the academic year. The "teleclass" concept--as opposed to elaborately produced "telecourses"--is based on the premise that a classroom can be a powerful educational environment, allowing students and professors to participate in a dynamic teaching-learning process. Entire classrooms can be taped as the instructor stimulates, provokes, and challenges his/her class, and the teleclass can to a large extent capture the humor and excitement resulting from this strategy. This concept also leaves professors more free time to develop follow-up courses where students can meet in smaller groups for more personalized instruction. Additional advantages include giving all students in a department a common database and providing distance education to serve those students who are unable to attend regular on-campus courses. Television production costs can be greatly reduced by having classes held in the television studio for taping. The only courses selected for teleclasses are those that have already been developed and run successfully in the classroom. The first teleclass, Business Law, was produced in the fall of 1982; current teleclasses generate 5% of the total student enrollment at the university. The teleclass concept can also be used in business and industry for training programs. (DJR)

ED 275 333 IR 051 681

Ware, Willis H.

Emerging Privacy Issues.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-P-7145
PUB DATE- Oct 85
NOTE- 28p.; Presented as a keynote speech at the IFIP/SEC '85 Conference (Dublin, Ireland, August 13, 1985).
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, PO Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Communication (Thought Transfer); *Confidentiality; *Confidential Records; *Disclosure; *Information Dissemination; Information Networks; Information Technology; Information Transfer; Laws; *Privacy; Technological Advancement
IDENTIFIERS- Computer Security

As the issue of information privacy increases in complexity in terms of the number of organizations involved, the intricacy of the information flows, and the difficulty of conceiving appropriate legal safeguards, it is not certain that the practices and laws that have been developed for current privacy protection can work for new situations. Electronic mail, innovative telecommunications devices produced by the consumer electronics industry, networking across functional lines or business communities, collection of information exchange byproducts, and file matching have given rise to situations where an individual's traditional expectations for privacy may no longer be fulfilled. Although the principles of providing computer security are fairly well understood, there are major unsolved technical problems related to providing network-wide security safeguards. A variety of legal alternatives exist, but we must be cautious in the design of laws to avoid creating circumstances readily circumvented by technology. Problems are likely to be basically the same for all countries at approximately the same stage of technological advancement, but legal and technological solutions will be country-dependent because of differences in size and heritage. Moreover, many aspects of the privacy issue will become the responsibility of the individual. (KM)

ED 275 361 JC 860 550

Economic Development Grant Report, Fiscal Year 1986.
Illinois Community Coll. Board, Springfield.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.

PUB DATE- Oct 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Community Colleges; Cooperative Programs; *Economic Development; *Employment Programs; Entrepreneurship; Grants; Program Descriptions; *School Business Relationship; Small Businesses; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois

A profile is provided of Illinois community college business centers and the activities they conducted under the fiscal year 1986 $3.5 million economic development grant allocation. First, highlights of the year's accomplishments are presented, including: (1) community colleges provided training for 852 companies through 1,400 courses, serving 29,000 employees which contributed to the creation and retention of 6,500 jobs; (2) over 34,500 potential and existing business people were served through entrepreneurship training and services which helped create and retain nearly 3,900 jobs; and (3) nearly 2,900 businesses were provided assistance in seeking federal contracts, yielding $39 million in funding. Next, background information is presented with respect to the Illinois community colleges' involvement in economic development. Subsequent sections are devoted to economic development grant use by activity; jobs created and retained with the assistance of community college economic development activities; economic development grant use by budget categories; and other funds budgeted for business center/economic development activities. Finally, the primary economic development grant activities conducted by the community colleges are discussed and results are summarized in terms of the retention and creation of jobs. The activities considered are industrial attraction, retention, and expansion; customized job training; entrepreneurship training for business owners and operators; contract procurement assistance; small business incubators; and employment, training and job search services for unemployed or underemployed persons. Tables providing statistical data related to the economic development grant activities are appended. (LAL)

ED 275 388 JC 860 584

Dyste, Ron; Miner, Judy
Status Report on Transfer Center Pilot Program.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 86
NOTE- 24p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 18-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Intercollegiate Cooperation; Pilot Projects; Private Colleges; Program Costs; Program Descriptions; Program Effectiveness; State Programs; State Universities; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *California; *Transfer Centers

Background information and a status report are provided on the first-year activities of the Transfer Center Pilot Program, an intersegmental cooperative effort among the California Community Colleges, the California State University, the University of California, and independent colleges and universities in California to increase the transfer rate of community college students through the operation of highly visible centers which identify, encourage, and assist potential transfers. The report provides information and data on: (1) program funding, objectives, and administration; (2) program activities, including profiles of the 20 transfer centers during their first year of operation; highlights of activities in the areas of outreach, resource materials, information workshops, transcript evaluation, support groups, and articulation; (3) preliminary observations of the Chancellery's program coordinator; (4) information on Project ASSIST, a computerized course and program information system which incorporates articulation agreement and course equivalency data for student and staff use; and (5) evaluation plans. Appendices include a directory of the membership of INTER-ACT (Intersegmental Advisory Committee on Transfer), and a copy of "A Plan for Implementing the Transfer Center Pilot Programs." (EJV)

ED 275 432 PS 016 138

Parent Resources Inventory.
Alberta Dept. of Education, Edmonton. Early Childhood Services.
PUB DATE- Sep 86
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Child Rearing; *Educational Resources; Foreign Countries; *Pamphlets; Parent Education; *Parent Materials; *Socialization
IDENTIFIERS- Alberta; *Journal Articles

This resource inventory is for the use of parent groups and others who are concerned with the provision of parent education and suppport services. There are two parts to the inventory. Section 1 contains the titles of articles and standard bibliographic information, as well as annotations of contents. Copies of the articles are available through the Early Childhood Services Branch of the Alberta Department of Education. Section 2 contains titles of brochures, pamphlets, and other publications which are available from a wide variety of sources. Each title is followed by a short summary of the content. The source from which the item may be obtained is listed along with price, if available. The articles and publications cover a wide range of topics related to child development and child rearing including abuse, adoption, advocacy, aggression, bias and stereotyping, communication, computer technology, coping skills/stress in children, creativity, developmental skills and stages, early childhood programs, English as a second language, exceptional children, independence/self help, moral and social development, parent involvement, parenting skills, play and playgrounds, reading and literature, safety/health, self concept, and television/advertising. (RH)

ED 275 446 PS 016 160

Chen, Shing-jen
Maternal Affective Expression and Infant's Mood in a Laboratory Situation: A Japanese Case.
PUB DATE- 85
NOTE- 7p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; *Cultural Influences; *Emotional Experience; Foreign Countries; *Infants; *Mothers; Parent Child Relationship; Research Methodology
IDENTIFIERS- *Japan; Research Replication; Social Referencing; United States

The results of a Japanese replication of the vocalic social referencing experiment are discussed in comparison with original findings from the United States. The attempt to replicate failed. It is argued that the lack of success was due to (1) Japanese mothers' attitude toward laboratory situations, an attitude resulting from relative unfamiliarity with such research and, generally, the Japanese attitude toward "the others"; and (2) greater negative effects of separating Japanese infants from their mothers. Exploratory analysis suggested that, in a laboratory situation, a correlation exists between the style of maternal affective expression and infant's mood. It was suggested that cross-cultural study of social interaction should look beyond the circumscribed context and consider the comparability of experimental factors in cultural-contextual perspective. (Author/RH)

ED 275 534 SE 047 516

Miller, June K.

An Analysis of Science Curricula in the United States. Second IEA Science Study (SISS), United States.

Columbia Univ., New York, N.Y. Teachers College.; International Association for the Evaluation of Educational Achievement, New York, NY.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 110p.
CONTRACT- SPA-8470382
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Curriculum Evaluation; Curriculum Research; *Elementary School Science; Elementary Secondary Education; Grade 5; Grade 9; Grade 10; International Cooperation; *International Educational Exchange; *National Surveys; Science Education; *Science Instruction; *Secondary School Science; Testing Programs
IDENTIFIERS- *Science Education Research

This report concerns a descriptive study undertaken in 1982-1983 as part of the Second International Science Study (SISS) under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) for the purpose of examining key elements of K-12 science instruction in the United States. Special attention was directed toward identifying the nature of curricula planned in science for grades 5, 9, and 12 in order to develop valid items for the international testing program employed in SISS. An empirical study was designed to measure the relative emphasis given in curricula to science content and relevant cognitive, affective, and psychomotor objectives for grades 5, 9, and 12. Curricula grids were examined in the traditional science domains, in applied/integrated science areas, and for science processes, skills, and attitudes. Information reported in this publication includes: (1) introductory statements (discussing science education in the United States); (2) study procedures (explaining study methodology and data analysis); (3) survey results (presenting and interpreting the data); and (4) science curriculum case study (discussing findings on aims, objectives, curriculum development and content, teacher education, science teaching and associated topics). A 50-item bibliography is appended. (ML)

ED 275 564 SE 047 571

Katz, Elaine; And Others
Electricity. Physical Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-915510-77-4
PUB DATE- 82
NOTE- 55p.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educationally Disadvantaged; Electric Circuits; *Electricity; Elementary Education; *Elementary School Science; Heat; Light; *Physical Sciences; Problem Solving; Safety Education; *Science Activities; Science Education; *Science Instruction; Slow Learners; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of physical science. Seven separate units are entitled: (1) a special path; (2) on and off; (3) go with the flow; (4) electric light; (5) hot wires; (6) beware of bare wires; and (7) watch out. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 221 HE 019 665

Ellis, Susanne D.
Graduate Student Survey, 1984-85. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-207-18
PUB DATE- Aug 86
NOTE- 14p.
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; *Degrees (Academic); Doctoral Degrees; *Employment Opportunities; Enrollment Trends; Foreign Students; *Graduate Students; Higher Education; Masters Degrees; Minority Groups; National Surveys; *Physics; Salaries; Specialization; *Student Characteristics

Results of the 1984-1985 Graduate Student Survey of physics and astronomy graduates are presented, with attention to: educational background, current graduate student status, choice of subfield, and employment prospects. Highlights include: a major increase occurred in the proportion of foreign physics doctorate recipients; the number and percentage of theoreticians and postdoctoral students increased; and there was a greater demand for master's level physicists. Information is provided on eight characteristics for the total graduate population including seven minority groups, and for three subgroups: first-year graduate students, terminal masters, and doctoral recipients; the characteristics are: sex, citizenship, whether physics was studied in high school, major of bachelor's degree, type of bachelor's institution, type of graduate institution, full-time or part-time attendance, and sources of financial support. Additional tables in include: number of advanced graduate physics students specializing in experimental and theoretical subfields by years of graduate study completed; type of employers and work activity of 1984-1985 physics master's and doctoral degree recipients; the number and percent of astronomy graduates students studying selected subfields, and characteristics of the graduate astronomy student population. (SW)

ED 275 278 HE 019 796

Koon, Jeff, Comp.
The Women's Studies Program at Berkeley: An Academic Review Using Comparative Student Evaluations from 15 Undergraduate Programs in the Social Sciences Area.
SPONS. AGENCY- California Univ., Berkeley. Office of Academic Affairs.
PUB DATE- Apr 81
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; College Faculty; College Instruction; *College Programs; Educational Objectives; Higher Education; Institutional Research; *Majors (Students); Program Evaluation; Student Development; *Undergraduate Students; *Womens Studies
IDENTIFIERS- *University of California Berkeley

Findings of a survey of undergraduate majors enrolled in the Women's Studies Program at the University of California, Berkeley, are summarized. After an overview section that identifies program strengths and weaknesses, 10 recommendations are presented, along with information on the evaluation methodology. Findings cover: structure of the major; coverage of content in the major; summative rating of coursework and learning gains; elements of teaching (e.g., feedback to students); summative rating of teaching; teaching assistants; faculty receptivity and support; competition and testing; grading, workload, and grade point average; providing students information about courses, professors, graduate study, and careers; faculty affirmative action; proportion of women and ethnic minority students; student participation in the program; influences on students' overall growth and learning; liberal arts educational goals; preparation for advanced training and for careers; overall value of the subject matter; satisfaction with the major program; and satisfaction with the total experience while at the university. Appended are open-ended comments by respondents and information on characteristics of respondents, response rate by department/program, and percentage of ethnic minority students. (SW)

ED 275 291 HE 019 812

Altbach, Philip G., Ed.; Kelly, Gail P., Ed.
New Approaches to Comparative Education.
REPORT NO.- ISBN-0-226-01525-4
PUB DATE- Mar 86
NOTE- 336p.
AVAILABLE FROM- University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637 ($30.00, hard cover--ISBN-0-226-01525-4; $15.00 paper cover--ISBN-0-226-01526-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Comparative Analysis; *Comparative Education; Cross Cultural Studies; Developed Nations; Developing Nations; *Educational Philosophy; *Educational Research; Ethnography; Higher Education; *Research Methodology; Scholarship; Trend Analysis

Perspectives on research in comparative education are presented in 17 articles originally published in the "Comparative Education Review." The objective is to present an array of new viewpoints, orientations, and approaches. Titles and authors are: "Introduction: Perspectives on Comparative Education" (Philip G. Altbach, Gail P. Kelly); "Critical Ethnography in the Study of Comparative Education" (Vandra Lea Masemann); "The Underachievement of Cross-National Studies of Achievement" (Gary L. Theisen, Paul P. W. Achola, Francis Musa Boakari); "Ideology, Reproduction, and Educational Reform" (Michael W. Apple); "Education for Alternative Development" (Martin Carnoy); "Comparative Educators and International Development Policy" (Mathew Zachariah); "Explaining the Origins and Expansion of Mass Education" (John Boli, Francisco O. Ramirez, John W. Meyer); "An Integrated Framework for Analysis of the Spread of Schooling in Less Developed Countries" (Mary Jean Bowman); "The Use and Abuse of Comparative Education" (Harold J. Noah); "The Comparative Mind" (Max A. Eckstein); "Paradigm Shifts in Comparative Education" (Brian Holmes); "The Necessity of Comparisons in the Study of Education: The Salience of Science and the Problem of Comparability" (Joseph P. Farrell); "Toward a General Theory of Education" (Le Thanh Khoi); "Currents Left and Right: Ideology in Comparative Education" (Erwin H. Epstein); "What Is Comparison? Methodological and Philosophical Considerations" (Reijo Raivola); "Comparing Educational Policies: Theory, Units of Analysis, and Research Strategies" (Frederick M. Wirt); "The Comparative Study of Classroom Behaviors" (Richard H. Pfau); and "Comparative Education: Challenge and Response" (G. Kelly, P. Altbach). (SW)

IR

ED 275 374 JC 860 563

Roberts, Keith J.

The Relationship of ASSET Test Scores, Sex, and Race to Success in the Developmental Program, the Associate Degree Level Programs, and the Associate Degree Programs in Business, Health, and Technology at MATC. Basic Skills Assessment Reports 7861, 7862, and 11862.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

PUB DATE- 86

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Basic Skills; College Programs; Community Colleges; Developmental Studies Programs; Educational Testing; Ethnic Groups; Females; Grade Point Average; Males; Multiple Regression Analysis; *Predictor Variables; Scores; *Student Characteristics; Test Validity; Two Year Colleges; *Two Year College Students; Vocational Education

A series of studies were conducted at Milwaukee Area Technical College (MATC) to determine the relationship of basic skills assessment test scores, sex, and race to student success for the following groups of fall 1985 students: 229 developmental studies (Crossover Program); 501 associate degree level students; 66 business and graphic arts students; 74 health students; and 49 technology students. Using multiple regression analyses, the study revealed: (1) reading and numerical scores were good predictors of success for Crossover students, while language test scores were less useful; (2) for Crossover students, there was no statistical evidence of a relationship between race and GPA, although there was a relationship between sex and GPA; (3) among associate degree students, language test scores and race appeared to have little relationship to grade point average (GPA), reading and numerical scores appeared to contribute to GPA, and males tended to get lower GPA's than females when all other measurable variables were equal; and (4) when the three groups of vocational/technical students were examined as a whole, reading scores, numerical scores, and sex were related to GPA. (EJV)

ED 275 418 PS 016 119

Kontar, Fayez
Study of Communication Behaviour in Children: Peer and Mother-Toddler Interaction.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the World Congress on Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Communication (Thought Transfer); Communication Research; Ethology; Foreign Countries; Interpersonal Relationship; Longitudinal Studies; *Mothers; *Parent Child Relationship; *Peer Relationship; *Toddlers; Videotape Recordings
IDENTIFIERS- *Communication Behavior; *France

This longitudinal, ethological study explores the development of communication behaviors, different types of social peer interactions, and mother-child interaction among 15 boys and 15 girls from 16 through 30 months of age. Each subject was filmed twice each month over a period of 14 months while he or she had lunch with 5 peers. Several subjects were videotaped at home with their mothers in feeding situations when they were between 18 and 24 months of age. Findings indicate that (1) the non-agonistic interactions and the contact-initiating behavior with peers increases significantly at the end of the second year and especially during the first half of the child's third year; (2) from 18 months, agonistic interactions tend to decrease; (3) duration of dyadic interaction is the same as that for polyadic interactions; (4) boys more often than girls are involved in social interactions and contact-initiating behavior with peers; (5) mothers and toddlers make relatively equal contributions to non-agonistic interactions and soliciting behavior; and (6) during the period between 19 through 24 months, the frequency of mother-toddler non-agonistic and agonistic interaction is significantly higher than the frequency of these types of interaction among toddler and peers. However, the percentage of agonistic interaction is relatively the same in mother-toddler and toddler-peer interaction. (RH)

ED 275 462 RC 015 914

McDaniel, Robert H., Ed.; And Others
Barriers to Rural Adult Education: A Survey of Seven Northwest States. A Report of the Northwest Action Agenda Project.
Washington State Univ., Pullman.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 43p.
AVAILABLE FROM- Office of Community Service, Washington State University, Pullman, WA 99164.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Students; Delivery Systems; Distance Education; Educational Equity (Finance); Educational Policy; Educational Practices; *Equal Education; *Needs Assessment; Postsecondary Education; Questionnaires; Rural Development; *Rural Education; Rural Urban Differences; Student Characteristics; Student Costs
IDENTIFIERS- Alaska; California; Idaho; Montana; Oregon; *Service Providers; *United States (Northwest); Washington; Wyoming

To assist state-level educational policy makers, information about the needs of rural adults and barriers to their participation in educational programs was studied in seven northwestern states. Telephone interviews gathered information from educational providers (approximately 6 in each state) and 47 rural adult learners from the region. In each state, responses were grouped separately for learners and providers under five types of barriers to participation: institutional, informational, psychological, personal/situational, and state policy. Comparisons were made across states and between learners and providers, and aggregate lists of barriers for the Northwest were constructed. Barriers listed by providers and learners, respectively, were highly similar across states. Learners' and providers' estimates of the relative importance of specific barriers were much the same. Overwhelmingly, both groups felt that, when compared with their urban counterparts, rural adults do not have equal access to educational opportunities. The additional problems of rural learners included distance and transportation, increased costs, declining incomes, limited access to instructors and advisors, limited support services, and lack of access to materials and resources. This report includes specific recommendations for each state studied as well as recommendations in the areas of state policy, institutional procedures, community responsibilities, and rural education practitioner responsibilities. (JHZ)

ED 275 475 RC 015 970

Spaulding, Irving A.
Teaching Rural Sociology to Students with Non-Rural Backgrounds.

PUB DATE- Aug 86
NOTE- 20p.; A version of this statement was presented at the Rural Sociological Society Conference (Salt Lake City, UT, August 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; *Agricultural Production; Agricultural Trends; *Concept Teaching; *Course Content; *Course Objectives; Farmers; Fundamental Concepts; Higher Education; Rural Areas; *Rural Economics; Social Change; *Sociology; Student Experience; Trend Analysis
IDENTIFIERS- *Rural Sociology

A course designed to teach rural sociology to urban and suburban university students is described in this paper. Introductory material sets forth the objectives and the conceptual approach of the course, which systematically examines social changes associated with food and fiber production throughout the world. Five concepts--group, imperative functions, society, operations, and status--are identified as critical for interpreting the subject matter of the course. The major portion of the paper summarizes the seven subject matter units. Units 1 and 2 present a global view of food and fiber production and social and economic changes affecting it. Units 3, 4, and 5 focus on the United States and the topics of establishing status in the power structure for farmers, the effects of inter-locality exchange systems, and the impact of agribusiness and its associated social structure. Unit 6 allows for discussion and speculation about the future of national and world-wide production of food and fiber. Unit 7 considers rural sociology as an academic discipline and rural sociologist as an occupation. A three-page list of references concludes the document. (JHZ)

ED 275 175 FL 016 079

Voss, Bernd
"Classroom Language"--A Neglected Area in Foreign Language Teaching and Testing.
PUB DATE- 84
NOTE- 19p.; In: Practice and Problems in Language Testing. Papers from the International Symposium on Language Testing (7th, Colchester, England, 1984); see FL 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Styles; *Language Tests; *Language Usage; Second Language Instruction; Teacher Behavior; *Teacher Education
IDENTIFIERS- West Germany

Classroom language has not yet been recognized as an important aspect of foreign language learning and teaching, but it can make a meaningful contribution to language instruction. Providing for teacher training in this field not only implies provision of information and practice, but also involves changing teacher attitudes about the appropriateness of certain areas of reference for foreign language classroom discourse. Teaching styles and methods would probably also be affected by incorporation of classroom language study. Although there are large areas of overlap

between general and classroom-related aspects of teachers' language, classroom language provides a less arbitrary and possibly more helpful framework for examining language learning activities in teacher education. Research can build on some recent advances in the conceptualization of classroom language and its importance in learning and teaching. (MSE)

ED 275 192   FL 016 134

Enkvist, Nils Erik
Felicity Conditions, Preferred Interpretations, and Disambiguations of Pronominal Reference in Reported Speech.
PUB DATE- 78
NOTE- 11p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ambiguity; Decoding (Reading); Discourse Analysis; *Inferences; Logical Thinking; Pragmatics; *Pronouns; Sentence Structure; *Syntax; Verbs
IDENTIFIERS- Indirect Speech; *Referents (Linguistics)

In decoding a text, one chooses the interpretation involving maximal redundancy, selecting meanings that are most likely and least surprising in the relevant context. Clues for this selection of meanings are gathered from phonetic, phonemic, morphological, syntactic, lexical, and stylistic levels. In disambiguating third-person-pronoun references in reported speech (e.g., "John said to Peter that he had to go to town"), one is often compelled to fall back on examining the reporting verbs for the conditions under which they can be felicitously used and matching them with one's knowledge of the pragmatic relations reported in the text. This illustrates that there is a limit to how far pragmatic meaning can be captured through formal syntactic rules alone before it becomes necessary to move to another strategy of interpretation. (MSE)

ED 275 402 PS 016 083

Katz, Lilian G.
Professionalism, Child Development, and Dissemination: Three Papers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 81p.; ED 265 948 is an earlier version of "The Nature of Professions: Where is Early Childhood Education?", one of the three papers in this document.
CONTRACT- 400-83-0021
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 200, $5.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Development; *Early Childhood Education; *Educational Principles; *Information Dissemination; Interests; Professional Recognition; *Standards
IDENTIFIERS- ERIC; *Professionalism

Three papers have been collected dealing with basic aspects of early childhood education: professionalism, child development, and knowledge dissemination. The first paper, "The Nature of Professions: Where Is Early Childhood Education?" applies eight main features of the concept of a profession to the current state of the art of early childhood education including social necessity, altruism, autonomy, a code of ethics, distance from clients, standards of practice, prolonged training, and specialized knowledge. The second paper, "Current Perspectives on Child Development," highlights aspects of development that seem to have fairly clear implications for pedagogical and curriculum decisions. Topics are presented in the form of broad general principles that seem to apply to many aspects of child growth and behavior: optimum influences; the recursive cycle of development; and the development of dispositions, particularly the disposition to become interested and motivated to learn. The third paper, "Issues in the Dissemination of Child Development Knowledge," describes five issues related to the dissemination of information in general as well as information about child development in particular. Issues are related to the information flow; the conceptual scope of the ideas presented; the vividness of the presentation; the timeliness of concepts; and the orientations to knowledge characteristic of the scientists and practitioners involved in the information dissemination. (RH)

ED 275 489 SE 046 897

Brody, Michael J.
The Gulf of Maine in the Classroom.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; Decision Making; Ecology; Elementary Secondary Education; *Environmental Education; Geology; Marine Biology; *Marine Education; *Misconceptions; *Natural Resources; *Oceanography; Physical Environment; Science Education; Scientific Concepts; Water
IDENTIFIERS- *Gulf of Maine; *Science Education Research

This paper describes some of the correct, missing, and alternative conceptions which students possess related to the Gulf of Maine. Students (N=226) from grades 4, 8, and 11 were interviewed on 15 major concepts involving geology, physical and chemical oceanography, natural resources, ecology, and decision-making. The mean interview scores of the student responses were low and reflected little or partial understanding of the concepts. There was only minor improvement of student understanding through the grades and little transfer of this knowledge to current marine topics. This paper also highlights selected aspects of the Gulf's geology, ecology, and economic development. A list of curriculum materials that were designed to provide teachers with background information and classroom activities related to the Gulf of Maine are also included. (ML)

ED 275 208 FL 016 192

Epstein, Joyce L.
Parent Involvement: Implications for Limited-English-Proficient Parents.
PUB DATE- Jun 86
NOTE- 14p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Governance; *Home Study; *Limited English Speaking; Literacy Education; National Surveys; *Parent Participation; *Parent Role; *Parent School Relationship

A survey of teachers, parents, and school administrators concerning the types of parent involvement in the schools and classrooms revealed five major forms of parent participation: providing for their children's basic child-rearing needs and school-related requirements for supplies and space to work; school-home communication; involvement at school, primarily by assisting with teaching, supervision, administrative tasks, parent organizations, fund raising, community relations, and political awareness; involvement in home learning activities; and involvement in governance and advocacy activities. Each category represents a number of types of involvement, and for each type, the special needs of limited-English-proficient (LEP) parents and their children must be considered. It is the responsibility of the parents to participate, and of the schools to make the appropriate connections with LEP parents. The school's efforts should be designed to help parents understand the school's practices and the children's opportunities, and to help the school understand the families' cultures, strengths, and goals. (MSE)

ED 275 235 HE 019 735

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Audiology and Speech Pathology for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Audiology; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Speech Pathology; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 824 faculty in the field of audiology and speech pathology are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 47 public and 15 private colleges reported on audiology and speech pathology faculty salaries, while 55 public and 15 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 18.7% at public colleges and 19.0% at private colleges. The average salary for faculty in audiology and speech pathology was below the average faculty salary in the other 40 disciplines (4% below for public colleges and 5% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 250 HE 019 750

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Geography for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; *Geography Instruction; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,193 faculty in the field of geography are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 98 public and 18 private colleges reported on geography faculty salaries, while 96 public and 17 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 19.8% at public colleges and 16.1% at private colleges. The average salary for geography faculty was above the average faculty salary in the other 40 disciplines (2% above for public colleges and 8% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 265 HE 019 765

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Social Sciences for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Social Sciences; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 5,464 faculty in the field of social sciences are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 62 public colleges and 62 private colleges reported on social science faculty salaries, while 52 public and 53 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 18.6% at public colleges and 21.4% at private colleges. At public colleges, the average salary for social science faculty was 3% below the average faculty salary in the other 40 disciplines, while at private colleges it was the same as the other disciplines. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 305 IR 012 365

Anderson, M. Elaine, Ed.
Wisconsin Guidelines for Instructional Computer Use in Education, K-12. First Edition.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jan 85
NOTE- 67p.; For the working draft of this manual, see ED 244 610.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Computer Assisted Instruction; Computer Managed Instruction; Computers; Computer Software; *Computer Uses in Education; *Educational Administration; Elementary Secondary Education; Equal Education; Guidelines; Models; Program Evaluation; *Program Implementation; Programing; School Districts; State Curriculum Guides
IDENTIFIERS- Software Evaluation; *Wisconsin

This manual presents guidelines for defining and detailing the use of computers in education and provides a basic model for introducing, implementing and evaluating computer technology in schools, including issues related to equity. Chapter 1 provides a brief overview of the impact of computers on education and a list of principles for implementing their use in schools. Chapter 2 presents a model for computer use in education, including guidelines for teaching about computers and programming, for computer-assisted learning (CAI), and for computer-managed instruction (CMI), and a model for utilizing computers in educational administration. Planning for the introduction of computers in K-12 instruction is outlined in chapter 3, and chapter 4 describes the process for implementing a district plan, including guidelines for staff development; software and hardware selection, acquisition, and management; and program integration. A chart suggesting the scope and sequence of computer education is included, and indicates possible grade spans for introductory, developmental, and review activities. Chapter 5 provides a list of questions that may be helpful in evaluating and/or modifying the district plan. The appendices include a summary of equity issues forms for courseware and hardware evaluation. (DJR)

ED 275 348 IR 051 696

Wright, A. J.
Microcomputers in the Anesthesia Library.
PUB DATE- 18 Oct 84
NOTE- 10p.; Paper presented at the Conference on Microcomputers in Anesthesia (5th, Biloxi, MS, October 18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Utilities; *Communications; *Database Management Systems; Electronic Mail; Higher Education; Information Transfer; *Medical Libraries; *Microcomputers; Online Catalogs; Online Searching

The combination of computer technology and library operation is helping to alleviate such library problems as escalating costs, increasing collection size, deteriorating materials, unwieldy arrangement schemes, poor subject control, and the acquisition and processing of large numbers of rarely used documents. Small special libraries such as anesthesia libraries find microcomputers especially useful for communications and data control. Access to online databases through vendors such as DIALOG and MEDLARS allows efficient searching of medical and related literature in ways not possible in printed indexes. Other communications uses for anesthesia library microcomputers could include electronic mail, electronic networking, and the storage, transmission, and/or accessing of electronic journals. Data control applications include various indexing functions and the construction of online catalogs. References are provided. (KM)

ED 275 433 PS 016 139

Kreppner, Kurt
A Dual Methodological Approach in Studying Child and Family Development: Task Description and Quantification of Family Interaction Episodes.
PUB DATE- Sep 86
NOTE- 20p.; Paper presented at the International Society for the Study of Behavioral Development Conference (2nd, Rome, Italy, September 10-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Development; *Family Life; Foreign Countries; Interpersonal Relationship; Longitudinal Studies; Neonates; Parent Child Relationship; *Qualitative Research; *Research Methodology; Siblings; *Statistical Analysis

IDENTIFIERS- West Germany

A combined qualitative/quantitative methodology was employed to explore the interplay between the development of 16 German families and their individual members. Describing the dual approach, discussion concerns (1) the development of an appropriate framework for focusing observations; (2) the introduction of the concept of "family task" as a tool enabling the interpretation of everyday interaction in a family; (3) the quantitative analysis of changes in family interaction; and (4) a quantitatively enriched interpretation of a single case. A total of 2 years of monthly videotaped observations of interaction in family constellations among spouses with their 12- to 42-month-old first child and newborn second child identified normal constellations of interaction and a "deviant" pattern in one family. Analysis particularized the origin of the unique pattern of interaction in the mother's relationship with each of her children. Quantitative findings were subsequently used as background to guide qualitative case study analysis of interaction episodes in the deviant family. Methodological implications of the dual approach are pointed out. It is concluded that only the combination of the two approaches enabled the identification and understanding of certain aspects of family interaction. (RH)

ED 275 447 PS 016 161

Ujiie, Tastuo
Is the Strange Situation Too Strange for Japanese Infants?
PUB DATE- 85
NOTE- 8p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Cultural Context; *Cultural Differences; Foreign Countries; *Infants; *Mothers; *Research Methodology; *Stranger Reactions
IDENTIFIERS- Ainsworth Strange Situation Procedure; Context Effect; *Japan

The applicability of the Strange Situation procedure and the ABC typology for Japanese infants is discussed by examining data from studies in which the Strange Situation procedure was performed with Japanese infants. Findings of a study conducted in Sapporo, Japan, are discussed and their implications are pointed out. The discussion concludes that the results of the Sapporo study imply that Japanese child-rearing practices and infants' temperamental dispositions should reduce the appropriateness of the Strange Situation procedure in Japan and constrain the validity and applicability of the ABC typology. Discussion then briefly focuses on other cross-national data which support the results and interpretation of the Sapporo study. Sroufe's (1985) criticism of the data and interpretation of the cross-national studies is reported, and a refutation of Sroufe is advanced. It is argued that Sroufe's criticisms of the procedural and sampling problems of the Sapporo study have no validity. In view of the findings of Hanta et al. (1983) that the Strange Situation created a distress so intense in some Japanese infants that they could not easily recover when reunited with their mothers, it is concluded that the results of the Sapporo study are valid and can be generalized. (RH)

ED 275 505 SE 047 481

Peterson, Todd; And Others
A-Way with Waste. A Waste Management Curriculum for Schools. Second Edition.
Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Dept. of Ecology, Redmond.
PUB DATE- Jul 85
NOTE- 370p.
AVAILABLE FROM- Jan Lingenfelter, A-Way With Waste, Washington State Dept. of Ecology, 4350 150th Avenue N.E., Redmond, WA 98052.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Ecology; Elementary Secondary Education; *Environmental Education; Hazardous Materials; *Interdisciplinary Approach; Learning Activities; Natural Resources; Physical Environment; *Recycling; *Waste Disposal; Wastes
IDENTIFIERS- Environmental Management; *Washington

Designed to address the problems and solutions related to waste management, this curriculum guide contains interdisciplinary activities for K-12 students in Washington State schools. Listings of the activities are provided by concept categories (under the themes of revise, reuse, recycle, and recover); by waste management subject area (addressing such topics as composting, consumer awareness, energy, hazardous waste, landfills, litter, and waste reduction), and by discipline areas (specifying activities for 37 discipline areas). Information on each activity includes: (1) title of activity; (2) existing materials to use; (3) rationale; (4) related subject areas; (5) grade level; (6) learning outcome; (7) materials needed; (8) learning procedure; (9) pre and post questions; (10) sources; (11) bibliography; and (12) resources. School recycling program options are offered and facts about solid waste are presented in separate sections in the guide. Also included are a glossary, an eight-page bibliography, listings of representatives from the Department of Ecology School program, resources from the Department of Ecology, and an evaluation form. (ML)

ED 275 520 SE 047 502

Introductory Physical and Earth Science 8AB. An Instructional Course Outline. Publication No. SC-864.

Los Angeles Unified School District, CA. Office of Secondary Instruction.

PUB DATE- 84

NOTE- 227p.; Small print in Appendix B may affect legibility.

AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012 (Publication No. SC-864, $4.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cognitive Processes; Course Content; *Course Descriptions; *Earth Science; Energy; Grade 8; Lesson Plans; *Physical Sciences; Science Activities; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Space Sciences; Teaching Guides

IDENTIFIERS- *Los Angeles Unified School District CA

Introductory Physical and Earth Science 8AB, a required course in the Los Angeles Unified School District, covers skills and concepts related to matter, energy, space science, weather, and oceanography with particular emphasis on the investigative approach. This instructional outline contains teacher guidelines and course content information. Major sections include: (1) summary of representative objectives; (2) teacher responsibilities; (3) schedule of class activities; (4) guidelines for assignment of homework; (5) how to use this outline; (6) time schedule and sequence of units; (7) required skills and concepts (containing the objectives, content outlines, and continuum skills for seven units of study); (8) lesson planning (providing seven sample lessons); (9) teaching strategies; (10) major categories of thinking and some verbs for use in stating cognitive outcomes; (11) evaluation procedures; and (12) tips for parents. Appendices consist of a list of resources and the secondary science continuum for the Los Angeles Unified School District. (ML)

ED 275 550 SE 047 533

Hawkins, John, Ed.; Murakami, Colleen, Ed.
Kaua'i: Streams and Estuaries.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Jun 86
NOTE- 78p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; *Elementary School Science; Elementary Secondary Education; Environmental Education; *Estuaries; Experiential Learning; Field Trips; Intermediate Grades; *Marine Biology; Natural Resources; Outdoor Activities; *Science Activities; Science Education; Science Instruction; *Secondary School Science; *Water Resources
IDENTIFIERS- *Hawaii

Designed to help teachers develop students' awareness and understanding of some of Hawaii's endangered aquatic resources, this module contains activities and instructional suggestions for use with intermediate as well as high school students. The module is divided into two sections which explore the streams and estuaries of Kauai. Activities in each section contain a learning objective, material list, procedures, and in most cases discussion questions. Many of the activities provide opportunities for students and teachers to interact directly with the environment. Although the module deals with specific sites on Kauai, the information and activities presented are applicable to comparable sites on any of the other islands. Appendices contain several instructional directives among which are: (1) identification guide to exotic stream fuana; (2) identification and biology of native stream animals; (3) plankton net construction; (4) identification guide to life in Hawaiian estuaries; (5) tables for conversion of specific gravity to salinity and (6) suggested additional activities for estuary field trips. (ML)

ED 275 565 SE 047 572

Sneider, Cary I.; Piccotto, Henri
Energy. Physical Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-88102-020-6
PUB DATE- 84
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Air Pollution; Alternative Energy Sources; Electricity; Elementary Education; *Elementary School Science; Energy; Energy Conservation; *Energy Education; Fuels; *Physical Sciences; Problem Solving; *Science Activities; Science Education; *Science Instruction; Solar Energy; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of physical science. Six separate units include: (1) what is energy; (2) burning fuels; (3) fuels from under the ground; (4) electricity; (5) solving energy problems; and (6) what can you do. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 193 FL 016 135

Robinson, Catherine
Preparing LEP Students for On-the-Job Training.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; Communication Problems; *Communication Skills; Cultural Awareness; Employer Employee Relationship; *English (Second Language); Entry Workers; Immigrants; Language Skills; *Limited English Speaking; *On the Job Training; Organizational Communication; Second Language Instruction; *Vocational Adjustment

The problems faced by limited-English-proficient workers in the United States, particularly Indochinese immigrants with low-level English skills and little understanding of American culture are discussed. Classroom techniques and activities to familiarize LEP workers with the training process and to teach them workplace communication skills are presented. The discussion focuses on initial on-the-job training situations and two major communication problems: workers' failure to indicate to supervisory personnel that they do not understand instruction, and workers' reluctance to ask for help when they are having problems with their work. The exercises teach strategies and language for communicating to trainers a lack of understanding or a need for help, as well as for coping with redirection by a supervisor. They also provide practice as a means of gaining confidence, and emphasize the acceptability of making mistakes in English and asking for assistance. Figures and examples of dialogues are provided. (MSE)

ED 275 222   HE 019 667

Adolphus, Stephen H., Ed.
Equality Postponed: Continuing Barriers to Higher Education in the 1980s. Report from the Policy Conference on Postsecondary Programs for the Disadvantaged (Racine, Wisconsin, June 1982).
College Entrance Examination Board, New York, N.Y.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Johnson Foundation, Inc., Racine, Wis.
REPORT NO.- ISBN-0-87447-188-5
PUB DATE- 84
NOTE- 177p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Access to Education; Articulation (Education); Black Education; Black Students; College Preparation; *Developmental Studies Programs; *Disadvantaged; Economic Factors; Educational History; Elementary Secondary Education; *Government School Relationship; *Higher Education; Hispanic Americans; Low Income Groups; *Minority Groups; Public Policy; Remedial Programs; School Business Relationship
IDENTIFIERS- Value Added

Major barriers to equal access of minority and disadvantaged students to higher education are considered in eight papers and five responses from the 1982 Wingspread Conference on Postsecondary Programs for the Disadvantaged. Included is a policy statement from the conference that covers: quality education for all, the interrelatedness of education at different levels, the underrepresentation of minorities in important career areas and proposed governmental actions to combat the problem, successful strategies for postsecondary opportunity programs, and political action. Paper titles, authors, and respondents are as follows: "Barriers to Higher Education Revisited" (author George H. Hanford) "The Social and Ethical Context of Special Programs" (author Edmund W. Gordon, respondent Frederick S. Humphries); "The Role of Government and the Private Sector" (author James M. Rosser, respondent Stephen H. Adolphus); "The Connection between Postsecondary Programs for the Disadvantaged and Elementary and Secondary Schools" (author Barbara A. Sizemore, respondent Alex C. Sherriffs); "The Connection between Postsecondary Programs for Hispanics and Elementary and Secondary Schools" (author Alfredo G. de los Santos, Jr.); "New Populations/New Arrangements" (author Michael A. Olivas, respondent Alfred L. Moye); "Minorities in Higher Education" (author Alexander W. Astin, respondent Kenneth H. Ashworth); and "The Conference Process: The Human Dimension" (Donald M. Henderson). A list of conference participants is included. (SW)

ED 275 279 HE 019 797

Oaks, Muriel
Interactive Microwave: Extending the Institution to the State.
PUB DATE- 16 May 86
NOTE- 11p.; Paper presented to the Joint Northwest Adult Education Association and Pacific Association for Continuing Education (Vancouver, British Columbia, Canada, May 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; *Delivery Systems; *Distance Education; Higher Education; Program Effectiveness; Program Evaluation; *Telecommunications; *Telecourses
IDENTIFIERS- *University of Washington; *Washington State University

Results of an evaluation of the Washington Higher Education Telecommunication System (WHETS) are summarized. The system links Washington State University (WSU) in Pullman and the University of Washington (UW) in Seattle with the off-campus sites in Spokane, Tri-Cities, and Vancouver. The system also expands the microwave link between WSU and the University of Idaho. While the system combines several techniques, it is based on the development of a statewide interactive microwave system. Courses are offered primarily in engineering fields and computer science, although the system has also provided business and education courses. Current programming originates primarily from WSU, with selected courses also available from UW. An overview is provided of the promotion of WHETS, its course selection and scheduling, faculty orientation, evaluation, and future plans. The opinions of students and faculty concerning the delivery of courses through WHETS are summarized, including system effectiveness, instructor effectiveness, and program strengths and weaknesses. Also summarized are instructors' comparisons of off-campus and on-campus students. Student and faculty member's suggestions for changes in WHETS courses are also included. (SW)

ED 275 319 IR 012 390

Hollan, J. D.; And Others
Graphical Interfaces for Simulation.
California Univ., Los Angeles. Inst. for Cognitive Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ICS-8603
PUB DATE- May 86
NOTE- 52p.
CONTRACT- N00014-85-C-0133
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; *Computer Simulation; Courseware; *Display Systems; Input Output Devices; Instructional Systems; *Man Machine Systems; Systems Development
IDENTIFIERS- Knowledge Representation; Software Tools

This document presents a discussion of the development of a set of software tools to assist in the construction of interfaces to simulations and real-time systems. Presuppositions to the approach to interface design that was used are surveyed, the tools are described, and the conclusions drawn from these experiences in graphical interface design are discussed. Detailed descriptions of the following tools, which have been used extensively in the development of an interactive inspectable simulation-based instructional system, Steamer, are presented: (1) simulation environment; (2) model control; (3) graphics editor; (4) icon editor; and (5) knowledge-base editors, including a knowledge-editor and grapher, lesson editor, behavior editor, and designer. Numerous graphic illustrations are provided; references and a distribution list are also included. (KM)

ED 275 334 IR 051 682

Ouellette, Janice A.

Establishing the Archives at Fitchburg State College.

PUB DATE- 83
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Archives; Classification; Guidelines; Indexing; Library Acquisition; *Library Collection Development; *Library Planning; Nonprint Media; Preservation; Records (Forms)
IDENTIFIERS- *Fitchburg State College MA

This discussion of the establishment of the archives at Fitchburg State College, an institution with an enrollment of 3,700, provides details on the background of the project, approval process, literature search, planning, collection development, continuing publicity efforts, and facilities. Useful items found through the literature search are listed as references. The appended Fitchburg State College Archives manual presents the purpose, objectives, rationale, administrative structure, definitions and guidelines, and processing procedures for the archives, and also details specific procedures pertaining to archival special collections. Forms designed to collect statistics, document the processing and exhibition of material, and record donor information are also included. (KM)

ED 275 362 JC 860 551

Characteristics and Trends of Illinois Public Community College Faculty and Staff, Fall Terms 1983-1985.

Illinois Community Coll. Board, Springfield.
PUB DATE- Nov 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Characteristics; *Administrators; Age; *College Faculty; *Community Colleges; Counselors; Educational Attainment; Educational Trends; Employment Experience; Females; Full Time Faculty; Librarians; Males; Minority Groups; Part Time Faculty; *School Personnel; State Surveys; *Teacher Characteristics; Tenured Faculty; Two Year Colleges
IDENTIFIERS- *Illinois

Data on Illinois public community college faculty and staff characteristics are presented and analyzed in this report for fall 1983, 1984, and 1985. Tables provide statistics on faculty and staff employment classification by college; full-time employment classification by sex and ethnic origin; full-time teaching faculty by highest degree held, age, sex, tenure status, and years of service; primary teaching area of full- and part-time faculty; full-time academic support personnel by highest degree held, sex, age, and years of service; and full-time administrative supervisory, and professional/technical personnel by highest degree held, age, sex, and years of service. Summary findings included the following: (1) the colleges reported a total of 21,143 employees in fall 1985; (2) in fall 1985, 49% of the part-time faculty and 36.6% of the full-time faculty were females; (3) a comparison of faculty data with community college student characteristics revealed that minorities were not as well represented among full-time faculty/staff as they were in the student population; (4) in all racial/ethnic categories, the number of men employed was equal to or greater than the number of women, with the exception of Blacks, Hispanics, and other/unknown; and (5) among full-time teaching faculty, 83.6% held master's degrees or higher, 40.5% were between the ages of 40 and 49 years, 85.7% were tenured, 60.2% had been employed in the same classification for 11 years or more, and the most common teaching area was letters. Appendices provide additional data by college district. (EJV)

ED 275 375 JC 860 569

Osborn, Frances P.
MCC Directs Its Future: Strategic Planning at Monroe Community College.
Monroe Community Coll., Rochester, NY. Office of Institutional Advancement.
PUB DATE- Nov 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; Educational Strategies; Institutional Advancement; *Long Range Planning; *Needs Assessment; *Organizational Objectives; Two Year Colleges

A description is provided of the steps taken by Monroe Community College (MCC) between 1982 and 1986 to fulfill its current strategic planning process. Following an introduction and listing of strategic planning committee members, chapter 1 discusses what MCC hoped to accomplish through a formal planning process. Chapter 2 details the research, design, and connections phases of the planning effort, including a series of recommendations developed in January 1985 to reaffirm basic principles, rethink how those principles are to be achieved, and realign efforts and emphases to achieve goals. The immediate outcomes of the planning process are discussed in chapter 3, while chapters 4 and 5 detail the work of the strategic planning committees during school years 1985-1986 and 1986-1987, respectively, examining the work of the Process Committee, Internal Committee, External Committee, and conclusions each group reached. Finally, chapter 6 offers a brief summary of the impact of MCC's planning. A list of documents generated to assist in planning, a brief description of factors in Monroe County that affect MCC planning, and other relevant documents are appended. (LAL)

ED 275 389 JC 860 585

Willson, Laura Faulk; Anderson, Connie

High School Articulation.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 86
NOTE- 9p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 18-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; Cooperative Programs; *High Schools; State Programs; Statewide Planning; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *California

An overview is provided of state and local efforts to improve articulation between community colleges and high schools in California. First, developments at the state level are described, including short discussions of the California Postsecondary Education Commission's report, "Reaffirming California's Commitment to Transfer"; the Master Plan Commission's recommendations concerned with improving the transfer rate of underrepresented students; Assembly Concurrent Resolutions 83 and 3; Academic Senate activities; and the Western Association of Schools and Colleges' pilot project to revise high school accreditation procedures. Next, developments at the local level are explored, including information on local articulation councils, the development of articulated curricula, student preparation and support programs, and regional consortia. The final sections consider the extent to which the 1985-86 action plan has been implemented and outline a plan of action for 1986-87. (EJV)

ED 275 419 PS 016 120

Pieraut-Le Bonniec, G.
The Logic of Meaning and Meaningful Implication.
PUB DATE- May 86
NOTE- 36p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; *Cognitive Ability; Cognitive Development; *Inferences; *Logical Thinking; Models; *Piagetian Theory
IDENTIFIERS- *Developmental Patterns; *Implications; *Meaningfulness

Psychologists know that reasoning human beings do not spontaneously follow the rules of formal logic when using implication. Addressing this phenomenon, Piaget employed the concept of "significant implication," which exists when the meaning of a subsequent proposition is "included" in the meaning of an earlier one, and is not merely correlated. Appearing early in the development of the child, significant implication was thought to be the precursor to children's comprehension of necessity. Piaget also differentiated between proactive implications, which are reasons for preceding implications, and retroactive implications, which depend on the questions subjects are capable of asking as they work on understanding. Two studies were conducted to investigate whether individuals' capacity to correctly use implication is linked to possession, in a given situation, of a model organizing meanings in terms of reason. Results of a developmental study of children between 5 and 13 years of age indicated that their ability to manipulate implication depended on the richness of a model each subject had established or that he or she was capable of establishing. Adult subjects correctly manipulated implications when in a situation within which they could reorganize and/or transform meanings, as they searched for the reasons permitting them to do so. Implications of the findings for researchers are briefly discussed. (RH)

ED 275 476　　RC 015 971

Phelan, William T.; Gibson, Joyce Taylor
Obstacles to High School Graduation: The Case of Hispanics.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Access to Education; Attendance; *Dropout Rate; Dropout Research; *Dropouts; Enrollment Influences; Graduation; High Schools; *High School Students; *Hispanic Americans; Minority Groups; Recordkeeping; School Holding Power; Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Massachusetts (East)

The research analyzed data sets covering 1981-1985 enrollments, transfers, and withdrawals at two large urban high schools (called Urbana and Northern) in eastern Massachusetts and personal interviews with selected school administrators in four school districts to investigate high dropout rates among Hispanics. Findings indicated that 30% of the 861 freshmen who entered Urbana in 1981 withdrew before that class graduated in June 1985, with 30-50% leaving before the end of their freshman year. Of 179 confirmed dropouts and 86 long-term absent students at Northern between September 1985 and February 1986, 58% were Hispanic. According to student records, 63% "left to seek employment," 33% left for unknown reasons, and only 8 left for school-related reasons dealing with grades, curriculum, and relationships with teachers/peers. Equal numbers of boys and girls withdrew from school and pregnancy or marriage was listed for only 4 Urbana dropouts. Gross dropout figures miss students who do not return following summer vacations or become "inactive." The study concluded that better recordkeeping is necessary for further research and intervention efforts. Centralized registration procedures, parent liaisons, and strong central administrative support for bilingual services have helped Northern do a better job of dropout intervention. (NEC)

ED 275 535 SE 047 518

De Corte, Erik; Verschaffel, Lieven

Research on the Teaching and Learning of Mathematics: Some Remarks from a European Perspective.

Leuven Univ. (Belgium).
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; Cognitive Processes; Educational Research; *Educational Theories; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Problem Solving; *Research Methodology; *Research Utilization
IDENTIFIERS- Europe; *Mathematics Education Research

An overview is first given of some main theoretical frameworks underlying current European research in mathematical thinking, learning, and teaching. Together with the information-processing and the (neo)-Piagetian approaches, both well known in the United States, two other research paradigms can be distinguished: the action-oriented approach to learning and instruction developed in the Soviet Union, and the so-called realistic approach. Each is described, with implications. In the next section, European research in the domain of elementary arithmetic word problems is discussed. The focus is on three topics: task characteristics, children's solution processes, and teaching experiments. It is demonstrated that this European research, which is largely unknown to American scientists, has provided insights and findings some of which replicate those of recent American studies, but others of which provide criticisms and completions on this work. A list of 57 references is appended. (MNS)

ED 275 176   FL 016 084

Crandall, JoAnn; And Others
English Language Assessment in Central America.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Academy for Educational Development, Inc., Washington, D.C.; Agency for International Development (IDCA), Washington, DC.
PUB DATE- Dec 85
NOTE- 133p.
CONTRACT- AID/PDC-1406-23-4052-00
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Educational Objectives; *English (Second Language); Foreign Countries; Higher Education; *International Educational Exchange; Policy Formation; *Program Development; Public Policy; Regional Programs; Scholarships; Second Language Instruction; *Teacher Education
IDENTIFIERS- Belize; *Central America; *Central American Peace Scholarship Program; Costa Rica; El Salvador; Guatemala; Honduras; Panama

This document, the final report of a project assessing the general status of English language training (ELT) in Central America, includes an overview of the process, general recommendations, and country-specific information and recommendations for training and policy development. The purpose was to assess the potential effects of the ELT situation on the Central American Peace Scholarship (CAPS) Program, a technical training exchange program with the United States. The major recommendations are for the improvement of in-country and U.S. preparatory training for CAPS program participants through the use of consultants in program development, immersion instruction, and independent study; and for the improvement of national ELT programs through improved materials, teacher training seminars and national ELT policy. Specific recommendations are also made for Guatemala, Honduras, El Salvador, Costa Rica, and Panama, and special reports containing recommendations for establishing a regional center for ELT are included for Belize and the Regional Office for Central American Programs. (MSE)

ED 275 349 IR 051 697

Privacy Act. Federal Agencies' Implementation Can Be Improved. Report to the Chairman, Subcommittee on Government Information, Justice, and Agriculture, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-86-107

PUB DATE- Aug 86

NOTE- 62p.

AVAILABLE FROM- General Accounting Office, PO Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies, $2.00 each).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Access to Information; Automation; *Compliance (Legal); Disclosure; Federal Government; *Federal Regulation; Information Dissemination; Information Storage; Information Systems; Legislation; *Privacy; *Public Agencies; Recordkeeping

IDENTIFIERS- Office of Management and Budget; *Privacy Act 1974

In order to examine the implementation of the Privacy Act of 1974 by federal government agencies, the General Accounting Office (GAO) examined organizational issues at 13 cabinet-level departments and the Veterans Administration and reviewed Privacy Act operations in detail at 6 of these agencies and 37 of their components. This study focused on how the agencies have (1) organized their Privacy Act activities, and (2) followed selected provisions of the Act and Office of Management and Budget (OMB) guidelines. GAO found that agencies have taken highly decentralized approaches to implementing the law, and often have not established clear lines of responsibility and accountability for Privacy Act functions. As a result of the study, GAO made a number of recommendations to the OMB for improvement in oversight, agency evaluation, and certain OMB guidelines pertaining to such activities as computer matching programs. Supporting material is provided in three tables and three appendices; a glossary is also included. (KM)

JC

ED 275 403 PS 016 085

Rekers, George A.
The Essential Characteristics of the Father's Role for Child Adjustment and Family Strength.
PUB DATE- 25 Feb 86
NOTE- 18p.; Paper presented at the Congressional Hearing, "The Diversity and Strength of American Families," before the Select Committee on Children, Youth and Families, United States House of Representatives (Washington, DC, February 25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Divorce; *Family Characteristics; Family Structure; *Fatherless Family; *Fathers; Individual Characteristics; *Parent Child Relationship; *Parent Role; Prevention; Public Policy; Social Attitudes

Reviewed in this address are research findings demonstrating that while some diversity in families is normal and functional, other forms of family diversity result from problems and are associated with human suffering. It is argued that both developmental and clinical studies have established the general rule that the father's positive presence in the home is, in the vast majority of cases, normally essential for the existence of family strength and child adjustment. Asserting that divorce has become one of the most common tragic crises in present day American society, and that victimless divorce is either rare or nonexistent when children are involved, the discussion further argues that an alternative to divorce or staying unhappily married exists: making major and prolonged efforts to solve marital problems and restore marital harmony. Discussion subsequently focuses on research which identifies the characteristics of fathers who promote normal child adjustment, parallel research on the characteristics of strong families, necessary conditions of normal child adjustment, public policy and the prevention of child suffering and family distress, restoring the primary parental role, applying research knowledge on family strengths, and national leadership on behalf of America's families. (RH)

ED 275 448 PS 016 162

Kanaya, Yuko; Miyake, Kazuo

The Relation between Mother-Infant Interactional Characteristics in Early Infancy and Later Attachment as Assessed in the Strange Situation.

Hokkaido Univ., Sapporo (Japan). Faculty of Education.

PUB DATE- 85
NOTE- 13p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Coordination; Emotional Development; Foreign Countries; *Infants; *Interpersonal Relationship; Longitudinal Studies; *Mothers; *Parent Child Relationship; Social Development; *Stranger Reactions
IDENTIFIERS- *Japan

Maternal and infant interactional characteristics in early infancy were investigated in order to examine their causal relationship with later attachment as assessed in the Strange Situation. Although the results of rating for maternal variables at four months of age exhibited significant differences between the set (S1) composed of attachment type B subgroups one through three and the set (S2) composed of B subgroup four and group C, no significant differences were discovered between types B and C. As for infant variables, only negative reactions to the stranger showed significant differences between S1 and S2. Individual differences in temperament-related reactions were found between B and C. In addition, several mother-infant "meshing" patterns were discovered. Interaction of S1 mothers and infants meshed very well, whereas S2 mothers and infants tended to show "out of tune" patterns due to mother's inadequacy in interacting, or infant's negative affect and behavior. Results are interpreted as suggesting that later attachment may be determined not by maternal variables but by "meshing" or "the compensative function in each partner." Infant temperamental disposition, it is thought, especially may function during interaction with the mother; the temperamental tendency then becomes apparent in a critical or stressful situation. (Author/RH)

Cerri Negrini, Maria Ausilia
Intercultural Education and Migrant Women. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Liberties; Cross Cultural Training; Cultural Education; *Cultural Isolation; Educational Improvement; Educational Resources; Elementary Secondary Education; Family School Relationship; *Females; International Educational Exchange; *Migrant Education; *Migrants; *Multicultural Education; Parent Participation; Social Integration
IDENTIFIERS- Europe; Italy

The paper reports issues and outcomes of a seminar on intercultural education and migrant women organized by Italy as part of the Council of Europe's 1981 Council for Cultural Co-operation (CDCC) Project No. 7. Sub-themes of the seminar were the migratory situation at the local level (departures and returns, particularly in the context of the situation of women), school and out-of-school experiments in the light of relations between school and family, and education in human rights and the situation of migrants. Work in the plenary session focused on migrant women and children as the "weak link" in the chain of emigration, the March 1984 Regional Act No. 10 covering returning emigrants, returning migrant women as a "mediating resource," intercultural education as a means to combat discrimination, features of intercultural education, and implementation of human rights education. Proposals of four working parties included formation of a permanent team of teachers, psychologists, and social workers in schools concerned with the reintegration of migrants; establishment of committees of mothers of returnee pupils to provide regular contacts with teachers; and cultural exchanges between European schools. Areas needing continued attention included educational assistance for interculturalism, involvement of returning women with other women, youth exchanges, and original language and culture maintenance. (NEC)

ED 275 490 SE 046 908

Consultation Meeting on the Incorporation of Environmental Education into Technical and Vocational Education (Singapore, March 10-14, 1986). Final Report.

Colombo Plan Staff Coll. for Technician Education (Singapore).

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

PUB DATE- Mar 86

NOTE- 94p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- *Curriculum Development; Environment; *Environmental Education; Higher Education; *Interdisciplinary Approach; *International Cooperation; Models; Teacher Education Programs; *Technical Education; *Vocational Education

IDENTIFIERS- *Environmental Education Programs; UNESCO

The need and role of environmental education in technical and vocational education as well as guidelines and strategies for its incorporation into school curricula and teacher education programs are addressed in this report of a meeting organized by the Colombo Plan Staff College for Technician Education (CPSC) in cooperation with the International Environmental Education Program (IEEP). Aspects of the meeting covered in this report include: (1) introductory information (stating the meeting's objectives); (2) proceedings (describing the sessions); (3) presentation of the IEEP (reviewing its historical development and activity involvements); (4) country reports (delineating the format used in the six country reports and providing a general summary); (5) working concepts (defining the environment, environmental, technical, and vocational education and specifying the need for and goals of environmental education); (6) role of technical and vocational education in environmental change (explaining reactive, proactive, and global roles); (7) need of environmental education in technical and vocational education (outlining strategies for curriculum development); (8) essential knowledge and methodologies for curriculum development (offering examples of conceptual and curricular frameworks); (9) guildelines for incorporation; and (10) recommended activities and documents to be developed for incorporation. Six appendices include the meeting agenda and time table, a list of participants, the opening statement by Dr. Abdul Ghafoor, and summaries of the county reports. (ML)

ED 275 209 FL 016 193

Bliss, Bill

Literacy and the Limited English Population: A National Perspective.

PUB DATE- Jun 86
NOTE- 10p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Economic Factors; *Educational Needs; Elementary Secondary Education; Family Relationship; Immigrants; *Limited English Speaking; *Literacy; Native Language Instruction; *Parent Participation; Refugees; School Community Relationship

Two myths often surround discussions of literacy in the United States: (1) that the current school reform movement benefits minority students; and (2) that a technological and information age has emerged that requires new, higher literacy levels. Neither is accurate, for there is no economic imperative for the improvement of literacy, only an urgent social imperative. The implications for enhancing parent involvement include: (1) having realistic expectations about the capabilities of the parents; (2) realizing that immigrant and refugee children often pick up English and become Americanized much more quickly than their parents; (3) understanding that the children who need help the most are those who do not have a parent available to become involved; (4) making educational programs part of a larger array of support systems and services; (5) being aware of a key distinction between immigrant populations and students born and raised in American language minority neighborhoods; (6) focusing our energy and programs at the junior high and middle school levels, where children are a captive audience and still exploring their options; and (7) working in partnership with the private sector in our communities. (MSE)

ED 275 236 HE 019 736

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Business and Management for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Business; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Producer Services; Retailing; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,983 faculty in the field of business and management are reported for 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 77 public and 70 private colleges reported on business and management faculty salaries, while 73 public and 75 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 24.5% at public colleges and 15.1% at private colleges. The average salary for faculty in business and management was above the average faculty salary in the other 40 disciplines (8% above for public colleges and 11% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Geological Sciences for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; College Science; Comparative Analysis; Departments; *Full Time Faculty; *Geology; Higher Education; Intellectual Disciplines; Private Colleges; *Science Teachers; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,143 faculty in the field of geological sciences are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 78 public and 29 private colleges reported on geological science faculty salaries, while 92 public and 31 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 20.9% at public colleges and 24.7% at private colleges. The average salary for geological science faculty was above the average faculty salary in the other 40 disciplines (5% above for public colleges and 19% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 266   HE 019 766

Howe, Richard D.; Sawyer, M. Faye

Salary-Trend Study of Faculty in Sociology for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Sociology; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,419 faculty in the field of sociology are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 135 public colleges and 148 private colleges reported on sociology faculty salaries, while 148 public and 155 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 20.6% at public colleges and 17.1% at private colleges. The average salary for sociology faculty was below the average faculty salary in the other 40 disciplines (1% below for public colleges and 7% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 292 IR 012 296

Knupfer, Nancy N.
Implementation of Microcomputers into the Current K-12 Curriculum: A Critical Discussion of Issues.
PUB DATE- 86
NOTE- 31p.; Working paper, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; Computer Science Education; *Curriculum Development; Elementary Secondary Education; Instructional Design; *Instructional Improvement; *Microcomputers; Problems; *Program Implementation; Teacher Attitudes

Arguing that computer science is not a survival skill although computer literacy may be and acceptance of computers definitely is, this paper recommends that any curricular changes involved in the implementation of computer education programs should adapt the computer to the larger educational goals of the schools, and separate the computer as a learning tool from the computer as the focus of study. The importance of the computer as a tool to enhance the learning process is noted, and it is suggested that the integration of computers into the existing curriculum to improve upon less productive modes of instruction is an exciting prospect. This paper briefly surveys the current uses of computers in education and reveals the scope of contemporary problems in this area, including curricular change and teacher attitudes. Some generalizations and qualifications about applications at all grade levels are outlined, followed by a discussion of an evolutionary approach to the incorporation of computers into the K-12 curriculum. Finally, this discussion suggests some limitations and hopes for the future, along with the implications for curriculum and instruction. (DJR)

ED 275 320 IR 012 392

Orcutt, Ronald L.
Funding Models for Information Technology in Higher Education.

PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Budgeting; Cost Effectiveness; Educational Economics; Educational Finance; Financial Needs; Financial Policy; *Financial Support; *Higher Education; *Information Technology; *Long Range Planning; *Models; Policy Formation; Systems Development;

*Technological Advancement

A persistent increase in student, faculty, and administrative demand for information technology has resulted in a sharp rise in the total cost of computing services to universities. In response, universities must develop long-term strategic planning processes and policies to establish priorities for information technology investments, determine known costs and cost trends, and prepare budget alternatives that provide the flexibility necessary to respond to the rapid pace of technological change. A financial growth model that depicts typical growth patterns in the demand for information technology funding and establishes its general cost structure and its changes over time may be used to suggest how cost control measures can be identified and structured into the funding process. Three readily identifiable funding sources to consider are tuition, external funds, and internal operating budget reallocations; a fourth option, revenues from the sale or licensing of software products and electronic information services, is unlikely to produce significant income. Strategic planning of this nature will allow the university community to realize the goal of self-sustaining academic computing. Graphic representations of the funding model are included, and sources are identified in nine references. (KM)

ED 275 335 IR 051 683

Cotter, Gladys A.; And Others

An Integrated Bibliographic Information System: Concept and Application for Resource Sharing in Special Libraries.

Defense Technical Information Center (DOD), Alexandria, VA.; Logistics Management Inst., Washington, D.C.
SPONS. AGENCY- Department of Defense, Washington, D.C.
PUB DATE- 86
NOTE- 24p.; For a description of the prototype system, see IR 051 684.
CONTRACT- MDA-903-85-C-0139
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- Access to Information; Bibliographic Utilities; Computer Software; *Design Requirements; *Government Libraries; Information Retrieval; *Library Automation; *Library Networks; Library Surveys; Machine Readable Cataloging; Online Catalogs; *Scientific and Technical Information; *Shared Library Resources; Systems Development; User Needs (Information)
IDENTIFIERS- Defense Technical Information Center; *Integrated Bibliographic Information System (DoD); Shared Bibliographic Input Network

The Defense Department Scientific and Technical Information (STI) network is composed of over 200 technical libraries and information centers tied together by the Defense Technical Information Center (DTIC), an organization which seeks to improve the flow of information throughout the STI network by promoting shared cataloging and integrated retrieval systems. As part of the requirements definition for an automated system to support the STI network, a questionnaire was sent to 238 users, who were asked to rank 25 functions as essential, useful, or marginal in an automated system and provide information on library characteristics. On the basis of the responses received from 85 organizations (a response rate of 36%), it was determined that available technologies should be assembled into an integrated system running on one computer and accessible by any user over a single video display terminal. Initiated at the request of the Shared Bibliographic Input Network (SBIN) member libraries, the development of such a system became the objective of the Local Automation Model project, which will offer libraries and information centers a fully resident computer system supporting local collection cataloging, retrieval, and circulation management and control. In addition, the system's intelligent gateway will allow users to interconnect and share information with geographically remote, heterogeneous computers and databases, thus reducing the duplication of intellectual and manual effort associated with acquiring new STI holdings. Survey results are discussed, and the characteristics of the survey respondents are presented in 12 bar charts. References are also provided. (KM)

Adlin, Sheryl
The Governor's Day Care Partnership Project. Final Report.
Massachusetts Governor's Office, Boston.
PUB DATE- Jan 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Certification; *Day Care; Day Care Centers; Early Childhood Education; *Educational Quality; Family Day Care; *Policy Formation; *Program Costs; State Programs; Teacher Education
IDENTIFIERS- *Massachusetts; Policy Implementation; *Resource Development

Constituting a comprehensive child care policy, 30 recommendations are presented with an aim to increase the supply of affordable, high quality day care in Massachusetts. "Quality," defined as "services meeting children's developmental needs," is the critical component and underlying theme of each recommendation. This document provides an executive summary of 17 major recommendations, a list of individuals participating in the development of the recommendations, and the complete report. The recommendations form the foundation and framework for the development of a strong community-based delivery system supported by public/private partnerships. Introductory sections discuss the need for affordable, high quality day care in terms of family economic self-sufficiency, continued economic growth, the importance of quality, the lack of supply, and the state government's role. To illustrate a possible outcome of the policy, day care as envisioned in 1989 in one Massachusetts community is briefly described. The major portion of the report delineates the day care recommendations, accompanying rationale, and guidelines for implementation in four sections concerned with resource development, quality, affordability, and policy coordination and implementation. Appended are recommendations for the implementation of a comprehensive training model and changes in licensing regulations regarding center staff and family day care provider qualifications. (RH)

ED 275 506 SE 047 482

Rakow, Steven J.
Teaching Science as Inquiry. Fastback 246.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-246-1
PUB DATE- 86
NOTE- 33p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90 single copy, $0.75 to PDK members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discovery Learning; Elementary Education; *Elementary School Science; Experiential Learning; *Inquiry; Instructional Improvement; Learning Strategies; *Learning Theories; *Process Education; Science Education; *Science Instruction; *Teaching Methods

The use of the inquiry approach in the teaching of elementary science is examined and advocated in this publication. The position that an inquiry approach is the best way to teach and learn science is upheld and its influence on the development of positive attitudes towards science is stressed. Section titles include: (1) "A Tale of Two Teachers" (contrasting the approaches taken by two science teachers); (2) "What Is Inquiry" (explaining the process of inquiry as it relates to the nature of science, the teaching of science, and the learning of science); (3) "The Learning Cycle: A Model of Inquiry Teaching/Learning" (discussing the stages of this model); and (4) "Status of the Inquiry Approach in Science Education" (including recommendations for promoting the inquiry approach). A list of ten references is also provided. (ML)

Biological Science Grade 7. An Instructional Course Outline. Publication No. SC-862.

Los Angeles Unified School District, CA. Office of Secondary Instruction.

PUB DATE- 84
NOTE- 191p.; Small print in Appendix B may affect legibility.
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012 (Publication No. SC-862, $4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Cognitive Processes; Course Content; *Course Descriptions; Ecology; Grade 7; Heredity; Lesson Plans; *Science Activities; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Guides
IDENTIFIERS- *Los Angeles Unified School District CA

Biological Science Grade 7, a one semester course in the Los Angeles Unified School District, provides students with opportunities for a comprehensive study of living organisms using an investigative approach. This course outline is designed to assist teachers in planning and implementing daily and weekly lessons and in meeting course objectives. Contents include: (1) summary of representative objectives; (2) teacher responsibilities; (3) schedule of class activities; (4) guidelines for assignment of homework; (5) how to use this outline; (6) time schedule and sequence of units; (7) required skills and concepts (containing the objectives, content outlines, and continuum skills for nine units of study); (8) lesson planning (providing nine sample lessons with activities); (9) teaching strategies; (10) major categories of thinking and some verbs for use in stating cognitive outcomes; (11) evaluation procedures; and (12) tips for parents. Appendices consist of a list of resources and the secondary science continuum for the Los Angeles Unified School District. (ML)

Moloka'i: Fishponds.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Jun 86
NOTE- 37p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Ecology; *Elementary School Science; Elementary Secondary Education; Experiential Learning; Field Trips; *Fisheries; Intermediate Grades; Learning Modules; *Marine Biology; Natural Resources; Physical Environment; *Science Activities; Science Education; *Science Instruction; Secondary School Science
IDENTIFIERS- *Hawaii

Designed to help teachers implement marine education in their classrooms, this module provides information regarding a vanishing Hawaiian resource, fishponds. Due to the impact of present day human activities on shoreline areas, the size and number of fishponds have been greatly reduced; therefore, this module focuses on fishponds as a resource management tool. Descriptions are provided of the biological and physical features of fishponds. Activities are presented by the topic areas of: (1) plants in the fishpond food system; (2) fishpond sediments; (3) animals living in the sediment; (4) fishpond predators; (5) mangroves; (6) mullet; and (7) fishpond construction. Activities contain a learning objective, material list, procedures, and in most cases discussion questions. A bibliography is included and appendices consist of an identification guide to common fishpond inhabitants and a field trip to Ali'i Fishpond. (ML)

ED 275 566 SE 047 573

Echaore, Susan D.; Wentz, Budd

Machines. Physical Science in Action. Revised Edition. Teacher's Manual and Workbook.

REPORT NO.- ISBN-0-88102-090-7
PUB DATE- 87
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Automation; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Mechanical Equipment; *Mechanics (Process); Physical Sciences; Physics; Problem Solving; *Science Activities; Science Education; *Science Instruction; Slow Learners; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of physical science. Seven separate units include: (1) making work easy; (2) the inclined plane; (3) the wedge; (4) the lever; (5) the wheel and axle; (6) the pulley; and (7) using machines. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 194 FL 016 136

Sorensen, Karen
Modifying an ESP Course Syllabus and Materials through a Teacher-Planned Needs Assessment.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Agricultural Education; *Curriculum Development; Educational Needs; *English (Second Language); *English for Academic Purposes; *English for Special Purposes; Higher Education; Limited English Speaking; *Needs Assessment; Second Language Instruction; Teacher Developed Materials; Technical Writing; Writing Skills

The teacher of a course in English for special purposes (ESP) developed a needs assessment as a basis for modifying the course syllabus to prepare limited-English-speaking college students for academic work in agriculture. The needs assessment included faculty interviews and an analysis of student papers written for agriculture courses, including the comments written on the papers by the agriculture instructors. This procedure enabled the ESP teacher to determine not only what type of written work the students would be required to do in their academic programs, but also what particular aspects of the work might be especially difficult for non-native speakers of English. The latter included expressing relationships between facts and forming accurate generalizations. Based on the information gathered, the teacher then designed appropriate instructional materials for developing problem-solving and argumentation skills. (MSE)

ED 275 280 HE 019 798

Open Higher Education. Proceedings of an International Conference (Bangkok, Thailand, August 13-17, 1984).
Ramkhamhaeng Univ., Bangkok (Thailand).

PUB DATE- Aug 84
NOTE- 391p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Graduates; *Distance Education; Educational Philosophy; Educational Quality; *Education Work Relationship; Employment Experience; Foreign Countries; *Higher Education; Instructional Materials; Lifelong Learning; *Open Universities; *Program Administration
IDENTIFIERS- Australia; Canada; China; India; Korea; Malaysia; New Zealand; Thailand; United States

Proceedings of an international conference on open education cover five themes: philosophy and concept, development trends in international perspective, dichotomy of equity and quality, graduates' employment, and the management challenge. Among the 41 conference papers and authors are: "The Idea of an Open University" (Preeda Pattanathabutr); "Open Higher Education: Philosophy and Concept" (Lewis R. B. Elton); "International Association for Community Development" (Pierre Rozen); "Open Higher Education: The Mainstay of Universal Access (Pornchulee Achava-Amrung); "A Philosophical Conceptual System of Lifelong Open Higher Education of National Development: A Peaceful Approach" (Weerayudh Wichiarajote); "Distance Education: Concept, Philosophy, and Approach" (K. L. Kamal); "Open Higher Education: From Open Admissions to Open-Minded Person" (Paitoon Sinlarat); "Open Higher Education: Development Trends: An International Perspective" (Robert McCaig); "Impact of Media and Technology on Open Higher Education in India" (Y. B. Mathur); "Radio and Television Universities in China" (staff of Central Radio and Television University, China); "The Adaptability of the Radio and TV Universities to Society" (Tang Yi); "Strategies for Development of Curriculum, Personnel, and Instructional Materials" (Ali Bin Ahmad); "India's Experiment in Open Higher Education: A Study of Andhra Padesh Open University" (R. S. Ramachandran, V. S. Prasad); "The Dichotomy Between Equity and Quality" (Udom Warotamasikkhadit); "Equity and Quality: Must There Be a Dichotomy?" (Lewis R. B. Elton); "The Development of Experiential Learning Programs for the Open University" (Frederick Baker); "Distance Education in Canada: Toward a Typology of Learning Activities for Adults" (John P. Minnis); "Computing in Open Higher Education: Some Lessons" (Christ Sauer); "Open Higher Education and Graduates' Employment" (Michael Debeauvais); and "Open Higher Education: The Management Challenge" (Lloyd McCleary). A conference program and names and addresses of participants are provided. (SW)

ED 275 306 IR 012 366

Castro, Angela; Stirzaker, Lee
The Use of Austpac at Deakin University for Distance Education.
Computer Communications Working Group Report No. 1.
PUB DATE- 20 Jan 86
NOTE- 29p.; Some figures contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Computer Uses in Education; *Cost Effectiveness; *Distance Education; Electronic Mail; Foreign Countries; *Information Retrieval; Inservice Education; *Online Systems; Videotex
IDENTIFIERS- *Deakin University (Australia); *Packet Switched Networks

This paper discusses Australia's two packet-switching networks, AUSTPAC and MIDAS, which are used for data transmissions with other computers located within Australia or between overseas destinations. Although the facilities of both are similar, a comparison of their services based on traffic volume, connection, registration, and rental charges is made for the benefit of those unacquainted with technical and communication terms. AUSTPAC is the major focus of this paper, which discusses Deakin University's preference for AUSTPAC to provide low-cost database searches for students, and suggestions for the management functions for its implementation; an AUSTPAC link-up between Deakin and the Open University (OU) in the United Kingdom for teaching master courses, use of electronic mail, and other administrative functions, use of videotex systems for general information dissemination, and the design of and access to computerized research and bibliographical databases; the AUSTPAC billing software and plans for future computer facilities for staff and student access; general procedures for accessing AUSTPAC; an explanation of basic concepts and technical aspects of AUSTPAC's Packet Assembler/Disassembly (PAD) facility for packet-switching; variables for successful usage of AUSTPAC; problems encountered in the 1985 AUSTPAC trials; computer-mediated communications and educational use; and staff and student development in the use of computer technology. Several tables are provided for illustrative purposes. (DJR)

ED 275 363 JC 860 552

Anthony, John H.
Moving Up the Administrative Ladder.
PUB DATE- 16 Oct 86
NOTE- 11p.; Paper presented at the Conference of the National Council on Community Services and Continuing Education (Toronto, Ontario, Canada, October 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; Administrators; *Career Ladders; *College Presidents; Employment Interviews; *Faculty Mobility; Job Applicants; *Job Search Methods; Occupational Mobility; Tenure; Two Year Colleges

Upward mobility in the field of community college administration is affected by factors such as educational and social preparation, professional experience, the vita or resume, and an individual's preparation for a job opportunity. For most community college presidencies, a doctorate from an accredited, preferably non-experiential, institution is required, and selection committees are always going to look for some academic work in the community college. In terms of social preparation, consciousness of regional differences in values and social mores is important, as are the abilities to chat informally in social situations and to speak before a large group. Professional work experience is probably more important than the doctoral degree, with breadth and variety of experience adding to marketability. Experiences that are valued by search committees include those that demonstrate an ability to deal with personnel, an awareness of fiscal responsibility, an ability to plan and evaluate programs and services, and background in student and program development and community education. Of vital importance in demonstrating these experiences and abilities to the search committee is the vita or resume. It should be brief, clear, concise, and easy to read; it should include major honors, academic experience, association memberships, and significant accomplishments, along with some personal demographics and employment experience. The key to getting an interview for the position is a resume that attracts the attention of the search committee. Before the interview, the applicant should study the position, learning about the outgoing president, reviewing the audits and financial reports of the institution, reading news clippings, looking at the governance structure, and deciding whether he/she really wants the position. (EJV)

ED 275 376 JC 860 570

Agnew, Priscilla
The Critical Thinking Worksheet.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual International Conference o
  Critical Thinking and Educational Reform (4th, Sonoma, CA, August
  3-6, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Community Colleges; *Critical
  Thinking; Instructional Design; *Logic; Logical Thinking;
  *Philosophy; Problem Solving; Teaching Methods; Two Year Colleges;
  *Worksheets

A description is provided of the use of a Critical Thinking Worksheet as a pedagogical tool for introducing critical thinking to students of philosophy and informal logic. First, an accompanying handout introduces essential terms such as "argument," "conclusion," and "reasons or premises." The worksheet itself constitutes the second page of the handout. It begins by asking students to identify the premises and conclusion in a brief paragraph on smoking, and then guides discussion through the steps in the process of critical thinking, covering ambiguous terms, the truth of the premises, the strength of the argument, the use of emotive tone, the fallacies in the argument, counterarguments, a summary assessment, additional information needed, response to counterarguments, and the student's own view. Additional handouts provide students with assistance in verifying the truth or falsity of the premises of an argument and in identifying kinds of fallacies, such as hasty generalizations, false causes, argument resting solely upon the strength of an authority, argument against the person making the claim rather than the claim itself, and appeals to emotion. After using the worksheet with the smoking argument, students are asked to write on a new topic and provide their own examples. The use of the worksheet has resulted in radical improvements in student papers. (LAL)

ED 275 390 JC 860 586

Willson, Laura Faulk; Anderson, Bill
Study of Contractual Education Programs in the California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 86
NOTE- 11p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 18-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; Educational Finance; Educational Legislation; *Job Training; *Performance Contracts; *School Business Relationship; School Support; State Legislation; State Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *California; *Contract Education

A Contractual Education Task Force was created by the Chancellor's Office of the California Community Colleges to study contractual education in the state's community colleges. All districts and colleges were surveyed regarding contractual education services offered between July 1982 and June 1985. Study findings, based on responses from 67 districts, included the following: (1) 58 districts had entered into at least one contractual education program; (2) community colleges reported entering into contracts totalling $41,872,511 during the 3-year period, of which 85% was from public training funds, 8% was from contracts with private industry, and 7% from contracts with public entities; (3) half of all contractual education classes were offered for community college credit; (4) programs supported by public training funds tended to be skills or occupational programs designed to prepare students for new jobs; (5) relatively few (22%) of the programs were open to the public; (6) over half of the instructors in contractual education programs were employed part-time; (7) the majority of the courses were either existing college courses (44%) or modifications of existing courses (35%), though 17% of the respondents indicated that contractual courses were developed specifically for the contracting company or agency; (8) contractual programs were offered in a variety of areas, with the most frequent programs being in business and management; and (9) each district operated its contractual education programs in a different manner. Task force recommendations concerning the role and mission of contract education; credit, non-credit, and not-for-credit contractual education classes; the role of foundations, auxiliary organizations, and other corporations; and program operations are appended, along with the text of Assembly Bill 3938. (EJV)

PS

Bowker, Jeanette E.; Sawyers, Janet K.
Influence of Exposure on Preschoolers' Art Preferences.
PUB DATE- Oct 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Appreciation; *Color; *Painting (Visual Arts); *Preschool Children; Preschool Education; Sensory Experience
IDENTIFIERS- Abstract Art; *Art Preferences; Childrens Preferences

Two studies investigated (1) the art preference of young children for realistic, stylized, and abstract styles, and (2) the influence exposure to art had on style preferences. In the first study, 41 preschool children were individually administered an art style preference task comprised of 9 prints, 3 of each style, of well-known paintings. Color and subject matter variables were controlled. A rank ordering of responses indicated a preference for abstract over realistic and stylized paintings. In the second study, 42 preschoolers were administered the preference task both prior to and following exposure to a painting ranked as one of the least preferred in the previous study. The three treatments were classroom exposure, home exposure, or exposure through classroom discussion about the painting/artist. Analyses revealed that all three types of exposure increased preference for the selected painting as well as preference for other paintings in that painting's style. Discussion focuses on the importance of providing opportunities for young children to experience art in relation to the capabilities indicated by the results of the two studies. (Author/RH)

ED 275 477 RC 015 972

Cheong, Keywon; And Others
School Performance of Migrant and Native Youth in Nonmetropolitan Areas of Utah.
PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grade Point Average; High Schools; *High School Seniors; Migration; *Performance Factors; Population Growth; Religious Factors; Rural Areas; *Rural Urban Differences; *Student Participation; Whites
IDENTIFIERS- *Long Term Residents; Mormons; *Newcomers; Nonmetropolitan Areas; Utah

The study assesses impacts of population growth and migration status on academic performance and participation of 1,743 white high school seniors from primarily nonmetropolitan areas of Utah. Data from a survey of the state's 1980 graduating seniors are employed in the analysis. Indicators of academic performance are the number of organizations in which respondents participated and self-reported grade point average (GPA). Migration status, sex, religious preference, and socioeconomic background are included in multivariate analyses of the relationships. Comparisons between migrants and natives in rapidly and nonrapidly growing communities indicate lower rates of participation and lower GPAs for newcomers in rapid growth communities only. High school seniors in rapidly growing areas were less likely to participate in extra curricular organizations but did not report lower GPAs than students in moderate or slowly growing areas. The religious preference of students (Mormon vs. non-Mormon) rather than community growth or migration status shows significant positive impacts on participation of high school students in nonmetropolitan areas of Utah. Findings of this study have some implications for emphasizing that the well-established and shared belief system of Mormons and the life style oriented around it provide strong power to conform to the gemeinschaft quality of life in nonmetropolitan communities of Utah. (NEC)

ED 275 536 SE 047 519

Mac Iver, Douglas; And Others
Students' Decision-Making Congruence in Mathematics Classrooms: A Person-Environment Fit Analysis.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.

PUB DATE- 16 Apr 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
GRANT- BND-8510504; MD17296; MS31724
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Decision Making Skills; Educational Research; Educational Theories; *Elementary School Mathematics; *Expectation; Grade 6; Intermediate Grades; *Mathematics Instruction; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research; Person Environment Fit Theory

Classroom decision-making was conceptualized within the framework of person-environment fit. A longitudinal sample of 2239 sixth graders in 117 mathematics classrooms were surveyed. The findings include: (1) students typically report fewer decision-making opportunities than they think they should have in their mathematics classrooms; (2) students within a classroom tend to agree among themselves concerning decision-making prerogatives that actually do exist, but there is less consensus concerning prerogatives that should exist; (3) congruence on these "can decide" and "should decide" dimensions is associated with positive values and affect concerning mathematics as well as high effort and expectancies for success in mathematics; (4) congruence in mathematics classrooms is not related in the same way to similar outcomes in social and athletic activity domains; (5) congruence is inversely related to student misbehavior at school; and (6) these effects of decision-making congruence persist even after controlling for the level of actual decision-making opportunities in the classroom. Since past research has demonstrated that children's values and expectancies predict significant educational outcomes, the findings of this study imply that educators should work toward increasing their students' decision-making congruence in mathematics. Thirty-two references, four tables, and the study instrument are appended. (Author/HNS)

Peretz, Arna S.
Do Content Area Passages Affect Student Performance on Reading Comprehension Tests?
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at a meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Decoding (Reading); *English (Second Language); English for Special Purposes; Foreign Countries; Higher Education; Language Tests; *Reading Comprehension; Reading Research; *Reading Tests; *Test Format; *Test Items
IDENTIFIERS- Israel

A study conducted in Israel investigated the relevance of subject-specific reading passages to performance on reading comprehension tests for advanced university students of English as a second language. The research specifically examined (1) whether students performed better when the reading test content was directly related to their field of study or when the content was in another field but of comparable difficulty and comprehensible to the educated layman, and (2) whether the position of a text in a multiple-text exam affects reading comprehension performance. Results showed that comprehension was affected in some cases by content, but less than expected, a finding possibly explained by individuals' English reading competence or by the broad groupings of fields of study (science and technology, humanities, and biology). The order of presentation did not seem to affect performance, which has implications for situations in which different forms of the same test are desirable. (MSE)

ED 275 223 HE 019 668

The Roles of U.S. Institutions of Higher Education in Community Health Care. Proceedings of an Invitational Workshop of the Institute of Medicine (Washington, DC, March 4-6, 1984).

Institute of Medicine (NAS), Washington, D.C.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Public Health Service (DHHS), Rockville, Md.

REPORT NO.- IOM-84-001

PUB DATE- Nov 84

NOTE- 193p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Clinical Teaching (Health Professions); *College Role; Community Colleges; *Community Health Services; Consortia; Cooperative Programs; Foreign Countries; *Health Programs; Higher Education; International Organizations; Land Grant Universities; Medical Services; Professional Continuing Education; Program Development; Public Health; Public Policy; *Rural Areas; *School Community Relationship; Technical Assistance; *Urban Areas

IDENTIFIERS- Health for All by the Year 2000; *World Health Organization

Proceedings of a 1984 workshop on the roles of U.S. colleges in community health care are presented. The objective was to identify common aspects of the experiences of a sample of U.S. colleges that might be relevant to providing health service programs that are in accord with the World Health Organization (WHO) initiative of Health for All by the Year 2000. Presentations and panel discussions cover the following topics: agenda highlights of the 1984 World Health Assembly and expectations for the technical discussions of the Assembly; U.S. policies and perspectives concerning WHO's goal of Health for All by the Year 2000 and a discussion of this goal; the role of land-grant colleges in agriculture and engineering and a potential model for health care systems; rural health programs along the U.S.-Mexican border; the University of Texas Rural Health Program; the University of Arizona

Rural Health Program; Working with universities outside the United States; Boston University-Suez Canal University Program; The City University of New York Urban and Rural Programs; rural and urban area health education centers; the University of North Carolina Area Health Education Centers Program; Drew Postgraduate School Urban Health Program; a community college linkage program; and the University of Alabama-Community Colleges Consortium Program for Underserved Areas. Appended are the workshop agenda, a list of participants, and information on the workshop process. (SW)

Shale, D. G.
Innovation in Higher Education: The Case of Distance Education.
PUB DATE- May 85
NOTE- 17p.; Paper presented at the Conference of the Canadian Society for Studies in Higher Education (Montreal, Quebec, Canada, May 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computers; Correspondence Study; *Distance Education; *Educational Innovation; Educational Technology; Educational Television; Foreign Countries; Higher Education; Nontraditional Education; *Open Universities; *Teleconferencing; *Videotex
IDENTIFIERS- *Athabasca University AB; Canada; Instructional Systems Development; Open Learning Institute BC; Tele Universite PQ

Essentially concerned with distance education as innovation in higher education, this paper identifies specific aspects of this innovation through references to three Canadian institutions offering university level courses for credit. It is primarily concerned with Athabasca University in Alberta, a distance education university which originally set out very deliberately to be innovative in all those dimensions that characterize a university, and over time has become more and more traditional in what it does and how it conducts its affairs. References are also made to the Open Learning Institute in British Columbia, which has successfully managed to offer university, technical/vocational, and adult basic education programs under one organizational roof, and the Tele-Universite in Quebec, which offers courses and programs that are much more innovative in their orientation and interdisciplinary character than those offered by the other two institutions. Examples drawn from these three institutions include innovations intended but not achieved; intended innovations that did succeed; and innovations that resulted but were not intended. The concluding section raises some questions about the nature of higher education and the pattern of relative success exhibited by the innovations identified in the paper, and presents some speculations about the directions that future developments in distance education may take in Canada. (DJR)

ED 275 350 JC 860 500

Hale, Helena
What's Happening in Freshman Composition in the California Two-Year College: Forty-Eight Interviews.
Santa Barbara City Coll., Calif.
PUB DATE- 80
NOTE- 150p.; A Sabbatical Leave Project, 1979-80. For the writing tasks component of this project, see ED 273 314.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *Community Colleges; *Freshman Composition; Interviews; Qualitative Research; Teacher Attitudes; *Teaching Methods; Two Year Colleges; *Writing Exercises; *Writing Instruction; *Writing Skills

The results of interviews conducted with 48 freshman writing/composition teachers in 11 two-year colleges in California are summarized in this report. After brief descriptive comments introducing each interview topic, responses are summarized by college to the following questions: (1) What placement procedures are used to assign students to freshman composition classes? (2) What texts and other materials do you use and what are your criteria for their selection? (3) What kinds of writing assignments and topics do you generate and why? (4) Does your course include journal writing? How do you use it? What is its value? (5) How do you correct papers? How do you determine grades? What are your achievement expectations? (6) Do you use tutors? Why or why not? (7) What personal qualities and teaching techniques are required to successfully teach this course? (8) What is your philosophy of teaching writing? (9) In what environment does the best writing take place? (10) How do you account for audience in writing? (11) How do you motivate students to write? and (12) What is the relationship between teaching grammar and teaching writing? Sample writing assignments, evaluation instruments and scales, and comments about teaching freshman composition are included with the responses. (LAL)

ED 275 464 RC 015 937

Arizona Commission of Indian Affairs 1984-85 Annual Report.
Arizona Commission of Indian Affairs, Phoenix.

PUB DATE- Sep 85
NOTE- 32p.; For the 1984 annual report, see ED 258 767, and for the 1985-86 annual report, see RC 015 938.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; American Indian Reservations; *American Indians; Budgets; Cultural Awareness; Demography; Government Role; Organizational Effectiveness; *Policy Formation; Program Evaluation; *Self Determination; *State Government; State Legislation; Tribal Sovereignty; Tribes
IDENTIFIERS- Arizona; *Arizona Commission of Indian Affairs; *State Tribal Relationship

State-tribal relationships, response to the Sunset Review Audit process, and legislative proposals to strengthen Commission programs are the major issues addressed in the Arizona Commission of Indian Affairs 1985 report. Proposed solutions to state-tribal relationship issues include development of a statewide Indian policy statement consonant with federal policies and tribal goals, tribal involvement in state government planning of policies which affect Indian tribes, and seminars for state officials on aspects of federal Indian law and tribal culture and history. The report summarizes 18 projects completed during the year including hosting ceremonies; communicating with government leaders about Indian concerns such as Indian inmates, veterans' benefits, and Johnson O'Malley funding; publishing directories of tribal leaders, and establishing information exchange networks with other Indian Commissions and with state legislators. The report lists Commission publications for the year and the annual financial report details allocation of $136,600. A draft of proposed legislation to strengthen Commission programs and Commission resolutions dealing with Indian inmates, imitation Indian arts and crafts, and coverage of Indian history and culture in public school curriculum comprise the appendix. A Commission membership roster, map of Indian

ED 275 491 SE 047 182

Holtan, Boyd
West Virginia Secondary Mathematics Teachers: 1964, 1974, and 1984.
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
PUB DATE- 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Inservice Teacher Education; Mathematics Education; *Mathematics Teachers; Microcomputers; Secondary Education; *Secondary School Mathematics; *Surveys; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Mathematics Education Research; *West Virginia

This report is the third in a series of three studies. It presents findings from a 1984 survey, and relates the findings to surveys in 1964 and 1974 to provide a longitudinal look at secondary school mathematics teachers in West Virginia. Of the 1,100 surveys which were sent in 1984, usable responses were received from 669 persons (61%). Where questions were parallel, comparisons were made over the 10- and 20-year periods usually using a percent of the returned responses for each survey. The chapters in the report consider data on the following topics: teaching experience, levels, and certification; education and training (degrees, institutions, and majors and minors); in-service and continuing education; teaching preferences of secondary mathematics teachers; professional activities (association membership and professional journals read); and microcomputers in West Virginia Schools (use and hardware). Observations and comments conclude the publication. The survey packet is appended. (MNS)

ED 275 552 SE 047 535

Aikenhead, Glen S.; And Others
Research Methodologies for Monitoring Student Viewpoints.
Saskatchewan Univ., Saskatoon. Coll. of Education.
PUB DATE- 85
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Evaluation Methods; Foreign Countries; Research Needs; *Science and Society; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Social Influences; *Student Attitudes; Technological Advancement; Technology; Validity
IDENTIFIERS- *Saskatchewan; *Science Education Research

The rationale and the methodology used in a study of high school graduates' viewpoints on science-technology-society (STS) topics are reviewed in this paper. The study employed the instrument, Views on Science-Technology-Society (VOSTS), which required students to write an argumentative paragraph responding to one of 46 statements about an STS topic. The target population consisted of graduating high school students (N=10,800) throughout Canada. Responses from a stratified random sampling were analyzed by three researchers and the response categories were established from students' arguments in the paragraphs. This paper primarily focuses on the instrument's format and validity and the research issues associated with this type of study. Actual results of the study are reported in related papers. Implications of the study are discussed in terms of: (1) strategies to improve understanding of student views on STS topics; (2) research possibilities; and (3) ideas for classroom teachers. Appendices include parts of the student questionnaire and outlines of the topics used in VOSTS. Forty-eight references are included. (ML)

ED 275 195 FL 016 137

Meyers, Colleen; Erdmann, Diane
Using a Sensitive Topic in Teaching Lecture Comprehension.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Child Abuse; Classroom Communication; *Controversial Issues (Course Content); *Critical Thinking; *Cultural Awareness; *English (Second Language); Higher Education; Lecture Method; Listening Comprehension; *Listening Skills; Second Language Instruction; Student Attitudes

A sensitive topic can be used effectively in a class of English as a second language (ESL) if planned carefully. While there are the risks that non-native students will become embarrassed and withdrawn, or will develop negative feelings about American society, there are ways to minimize those risks. This can be done by considering the characteristics of the class and the amount of trust between students and teacher, easing into the topic, and maintaining an objective tone. Students benefit from controversial topics by developing confidence in discussing them in an atmosphere of trust and minimal personal risk-taking. The approach used in one university-level ESL course was to provide a preparatory lesson in anticipation of a visiting lecturer on the issue of child abuse, with three objectives: to learn what students already knew about the topic, to encourage them to think about related issues, and to have them come up with their own questions on the topic. The next class period was devoted to small group discussions based on topics presented in the previous day's lecture. The discussions, based on factual material and questions on the lecture topic, were related to American culture. (MSE)

ED 275 210 FL 016 194

Bensinger-Lacy, Molly; And Others
From School to Work: Materials and Methods for Teaching the Limited-English-Proficient (LEP) Student.
PUB DATE- Jun 86
NOTE- 24p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Armed Forces; Education Work Relationship; Elementary Secondary Education; *Instructional Materials; *Limited English Speaking; *Literacy Education; *Teaching Methods
IDENTIFIERS- Fairfax County Schools VA

Four papers discuss the status of materials and methods for teaching limited-English-proficient (LEP) students of all ages. "Elementary Literacy Materials" (Molly Bensinger-Lacy) describes materials and activities used in the Fairfax County (Virginia) Public Schools' program for nonliterate LEP elementary students, and provides illustrations. "Directions in Literacy for Secondary LEP Students" (Susan Haverson) outlines the optimal characteristics of instructional design for LEP students, based on new understandings of brain functions and individual learning processes and giving recognition to the LEP student's unique cultural experiences. "Meeting the Educational Needs of the Nonliterate Limited-English-Speaking Adult" (Elaine Baush) describes the history, development, and effective techniques used in the Fairfax County Public Schools' program of English as a second language for adults. "Basic Skills Education in the Army" (Harvey Rosenbaum) discusses problems associated with limited literacy and limited English proficiency in the military, and reviews some of the Army's basic skills programs. The summary of two specialists' responses to the papers is also included. (MSE)

ED 275 237 HE 019 737

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Business Administration & Management for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; College Faculty; College Programs; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 4,736 faculty in the field of business administration and management are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are

comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 108 public and 119 private colleges reported on business administration and management faculty salaries, while 128 public and 117 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 26.2% at public colleges and 21.2% at private colleges. The average salary for faculty in business administration was above the average faculty salary in the other 40 disciplines (8% above for public colleges and 12% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 252 HE 019 752

Howe, Richard D.; Antone, George P.
Salary-Trend Study of Faculty in History for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; *History Instruction; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 4,678 faculty in the field of history are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 147 public and 168 private colleges reported on history faculty salaries, while 157 public and 166 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 19.4% at public colleges and 17.1% at private colleges. The average salary for history faculty was above the average faculty salary in the other 40 disciplines (6% above for public colleges and 2% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Special Education (General) for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Special Education; *Special Education Teachers; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,281 faculty in the field of special education (general) are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 82 public colleges and 33 private colleges reported on special education faculty salaries, while 79 public and 31 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 18.9% at public colleges and 18.5% at private colleges. The average salary for special education faculty was below the average faculty salary in the other 40 disciplines (4% below for public colleges and 13% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 321 IR 012 397

Daresh, John C.

Needs and Specifications for Materials in the Wisconsin Program for the Renewal and Improvement of Secondary Education. Working Paper No. 271.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Oct 79
NOTE- 69p.
GRANT- OB-NIE-G-78-0217
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Cassettes; *Audiovisual Aids; Filmstrips; Guides; *Instructional Materials; *Secondary Education; Specifications
IDENTIFIERS- *Wisconsin Program for Renewal Improvement Sec Educ

This working paper presents specifications for materials developed between 1978 and 1981 as a part of the Wisconsin Program for the Renewal and Improvement of Secondary Education. Part 1 includes the technical and substantive specifications for audiovisual materials of two types: (1) filmstrips and accompanying cassettes, and (2) supplementary audiocassettes without accompanying materials. The desired cognitive and affective objectives for each of the materials are presented, and specifications for printed study guides to be provided with the filmstrips and accompanying cassettes are provided. Part 2 presents specifications for four major printed products: a book on secondary education, two guides for school practitioners and a guide for college instructors. A content outline, description of intended audiences, list of technical specifications, and statement of objectives is presented for each item. References are provided. (KM)

ED 275 404 PS 016 097

Focus on the First Sixty Months. Summary of Proceedings, National Early Childhood Conference (Washington, D.C., February 6-7, 1986).

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

PUB DATE- Jun 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Childhood Needs; Day Care; Disadvantaged Youth; *Early Childhood Education; Family Problems; Health; *Prevention; Program Effectiveness; Program Implementation; *Public Policy; Social Action; *State Programs; *Young Children

To focus national attention on early childhood issues, the National Governors' Association's Committee on Human Resources and Center for Policy Research and Analysis sponsored a conference, "Focus on the First Sixty Months." Through keynote addresses and panel presentations, information was shared on the needs of young children and state programs and approaches which are successful in meeting those needs. Excerpts from the keynote addresses provide a broad statement of why the National Governors' Association is very interested in public policy affecting young children. Panel presentations focused on the prevention of children's health problems; prevention of family problems with young children by providing family support services; prevention of children's education problems; and on taking action and program implementation. (RH)

ED 275 435 PS 016 141

The Diversity and Strength of American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 25 Feb 86
NOTE- 133p.; Document contains some small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402-9315 (Stock No. 552-070-004-42-4, $3.75).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Black Family; *Employed Women; *Family Characteristics; *Family Life; *Family Problems; Family Programs; *Fathers; Hearings; Medical Services; *Parent Role; Policy Formation; Program Effectiveness; Public Policy; Social History
IDENTIFIERS- Blended Families; Congress 99th; Research Results

This hearing examined the history, current status and trends, and strengths of American families. Testimony (1) described the complex and intense daily life of members of blended families and pointed out that social, financial, and other supports needed by stepfamilies are often not available; (2) provided accounts of personal experiences with family problems; (3) offered an historical perspective on American families and highlighted several recent changes in family life; (4) described three major forms of families with children, each with its own set of strengths and vulnerabilities; (5) reported research on the characteristics of strong families and suggested several areas of policy to promote family strengths; (6) described a study of stable black families examining the factors and conditions contributing to strong black family life in a variety of family arrangements; (7) described characteristics of the father's role in the family; (8) discussed the nature and effectiveness of family support and education programs; (9) documents how a family-oriented medical care program can promote recovery in a cost-effective manner; (10) defined strong families and described the diversity of family structure and patterns represented by strong families; and (11) discussed some of the policy implications of research on family strengths. (RH)

ED 275 449 PS 016 163

Nakano, Shigeru; And Others
Individual Differences in Responses to Unfamiliar Objects at Twenty-Three Months of Age.

PUB DATE- 85
NOTE- 14p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Attachment Behavior; Foreign Countries; *Individual Differences; *Infants; Longitudinal Studies; *Novelty (Stimulus Dimension); *Personality
IDENTIFIERS- *Japan

Examining relationships in the data from assessments conducted when Japanese infants were 7.5, 12, 23, and 27 months of age, this study provides evidence of an interaction between early attachment and temperamental dispositions. Specifically examined were 7.5-month-olds' stranger and separation distress and general fearfulness; 12-month-olds' attachment; 23-month-olds' inhibited reactions to an unfamiliar adult, an unfamiliar peer, and a novel robot; and mothers' assessments of 27-month-olds' temperamental qualities and competence. Participants were 40 subjects drawn from 2 cohorts. Findings demonstrated that, when applied to the data, Ainsworth's attachment classification scheme was limited. Findings also showed that the pattern of attachment classification partially overlapped that of children's response in the unfamiliar object situation. Type-B children tended to approach the unfamiliar objects more frequently across the three situations than did Type-C children. Children's behavior at 23 months was predicted by the index of "fearfulness" obtained at 7.5 months and by attachment types obtained at 12 months. Individual differences within Type-B children were found. (RH)

ED 275 507 SE 047 483

Report of the National Science Foundation Advisory Council. Executive Summary.
National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Government Role; *Models; *Public Opinion; Public Policy; Public Support; *Science and Society; Science Education; Sciences; Scientific Literacy; Social Influences; Technology
IDENTIFIERS- *National Science Foundation; *Science Policy

The public's perception of science and technology and of the National Science Foundation (NSF) is addressed and discussed in this report in terms of the social contract that exists between the scientific community and the public. A social contract is defined as the set of mutual expectations and obligations of the public, government, and science. The origins and evolution of this social contract of science and the present strains on it are examined. The discipline-driven model and the goal-driven model of the social contract are analyzed and a new pluralistic model is offered. The pluralistic model is favored because it allows scientists to determine what is good science and the public to determine for what science is good. Recommendations are presented for the implementation of the pluralistic model and suggestions are offered on how the National Science Foundation can function in this matter. The roles that the National Science Foundation performs under the pluralistic model are also specified. (ML)

ED 275 522 SE 047 504

Industrial Technology. Iowa Developed Energy Activity Sampler, 6-12. Revised.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.

PUB DATE- 86

NOTE- 74p.; For a related document, see ED 199 111. Some drawings may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; Energy Conservation; *Energy Education; *Environmental Education; Industrial Arts; *Industrial Education; Interdisciplinary Approach; *Learning Activities; Learning Processes; Piagetian Theory; Power Technology; State Curriculum Guides; Technological Advancement

IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document is one of a series of revised IDEAS booklets, and provides learning activities for teachers to use with students in industrial arts/technology education. Each of the 17 activities included in this document provides: (1) the subject area for which the activity was written; (2) the grade level: (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various parts of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some followup/background information. The focal points of the document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 275 567 SE 047 574

Chan, Janis Fisher; Friedland, Mary
Sound. Physical Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-915510-78-2
PUB DATE- 82
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acoustical Environment; Acoustic Insulation; *Acoustics; Audio Equipment; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Noise (Sound); *Physical Sciences; Problem Solving; *Science Activities; Science Education; *Science Instruction; Slow Learners; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of physical science. Six separate units include: (1) making sounds; (2) high sounds and low sounds; (3) sound travels; (4) what sound travels through; (5) sound changes direction; and (6) using what you know. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

SO

ED 275 307 IR 012 367

Oberlin, Lynn

Writing Questions and Answers with a Word Processor for Student Computer Use.

PUB DATE- 23 Jan 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Material Development; Media Adaptation; *Microcomputers; *Teacher Developed Materials
IDENTIFIERS- *Apple II; *BASIC Programing Language

This paper shows how questions and answers written on a word processor can be used with a short BASIC program to present computer material which is self-correcting and self-scoring. This procedure provides a way for teachers who have little or no knowledge of computers to prepare instructional programs for students. The process for creating the questions and answers on a word processor consists of nine simple steps, which are included. The questions and answers are then saved as a text file (a few word processors save the material as binary files but provide a way to change them into text files). With the short BASIC program, the teacher now has computer material which the students can use. A sample program is provided for the Apple II family of microcomputers, together with instructions for adding routines, and the use of multiple-choice questions is discussed. (DJR)

ED 275 336 IR 051 684

Cotter, Gladys A.; Hartt, Richard W.

the Integrated Bibliographic Information System: Resource Sharing Tailored for Local Needs.

Defense Technical Information Center (DOD), Alexandria, VA.

SPONS. AGENCY- Department of Defense, Washington, D.C.

REPORT NO.- DTIC/TR-85/17
PUB DATE- Nov 85
NOTE- 10p.; For a study of design requirements for the system, see IR 051 683.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Bibliographic Utilities; *Government Libraries; Information Retrieval; *Library Automation; *Library Networks; *Machine Readable Cataloging; Online Catalogs; *Scientific and Technical Information; *Shared Library Resources; User Needs (Information)
IDENTIFIERS- Defense Technical Information Center; Gateway Systems; *Integrated Bibliographic Information System (DoD)

The Defense Technical Information Center (DTIC), which is charged with providing information services to the scientific and technical community of the Department of Defense (DoD), actively seeks ways to promote resource sharing as a means for speeding access to information while reducing the costs of information processing throughout the defense technical library community. As part of this research, DTIC is sponsoring the development of the Integrated Bibliographic Information System (IBIS). The system prototype, which has been under development since April 1983, will be used to demonstrate and evaluate the advantages of combining an integrated library system with an intelligent gateway capable of simultaneously querying and updating heterogeneous bibliographic databases using a common command language. Users will be able to download and post-process data from external sources, thus allowing them to tailor search results to their patrons' needs economically and efficiently. Upon the successful conclusion of the demonstration project, DTIC plans to implement an operational version of the IBIS which will be the baseline component of a coordinated scientific and technical information (STI) network joining together the libraries and information centers of the DoD. Six references are listed. (KM)

ED 275 377 JC 860 571

Cohen, Arthur M.; And Others
Key Resources on Community Colleges: A Guide to the Field and Its Literature.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-020-6
PUB DATE- 86
NOTE- 539p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($35.00).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Education; Access to Education; Annotated Bibliographies; *College Administration; *College Faculty; *College Instruction; College Planning; *Community Colleges; Community Services; Continuing Education; Educational Finance; Governance; Remedial Instruction; Student Personnel Services; Two Year Colleges; *Two Year College Students; Vocational Education

This bibliographic guide to the literature that has contributed to the two-year college field over the past 20 years provides annotations to over 650 books, articles, and research reports. The guide is organized into the following chapters: (1) the development of community college literature; (2) general resources on two-year colleges; (3) students; (4) faculty; (5) governance, administration, and planning; (6) financing and budgeting; (7) instruction, instructional support, and student services; (8) occupational education; (9) remedial and developmental education; (10) continuing education and community services; (11) the collegiate function; (12) educational opportunity and social mobility; and (13) additional sources of information such as periodicals and newsletters. Annotations indicate the type of information provided by the work, summarize the author's main point(s), and suggest how and for whom the work is useful. Outstanding or groundbreaking works are identified, and subject and author indexes are provided. (LAL)

ED 275 421 PS 016 122

Page, Jane A.; Page, Fred M., Jr.
Increased Emphasis on Testing and Test Preparatory Activities in the Early Grades.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Early Childhood Education; *Negative Attitudes; *Parent Attitudes; State Surveys; *Student Attitudes; *Teacher Attitudes; *Testing
IDENTIFIERS- *Georgia

The purpose of this study was to determine views of administrators, school board members, teachers, parents, and children as they relate to the increased emphasis on testing children in the early grades. Survey instruments were developed with questions focusing on six areas of concern: (1) changing purposes of kindergarten and early childhood programs; (2) children's readiness for tasks demanded by testing; (3) problems related to increased student stress and negative attitudes; (4) time devoted to testing and related activities; (5) curriculum changes resulting from tests, and (6) teacher stress and lack of autonomy. The surveys were distributed to subjects residing in a 17-county area in southeast Georgia. Frequency tabulations indicated that the various groups of subjects share many concerns related to the increased emphasis on testing. Teachers, administrators, and board members were similar in clearly identifying negative associations with testing. Parents and children were consistent in their portrayal of negative test characteristics. (Author/RH)

ED 275 478 RC 015 973

Ladewig, Howard; Albrecht, Don
The Industrialization of Agriculture in Texas and the Nation: Implications for the Family Farm, Community, and Land Grant University System. Technical Report No. 83-2.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
PUB DATE- 83
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Agricultural Production; *Agricultural Trends; Community Change; Comparative Analysis; Economic Change; Farmers; *Farm Management; Females; Higher Education; *Industrialization; Industrial Structure; Land Grant Universities; *Organizational Change; Research Needs; Rural Areas; *Rural Extension; Rural Farm Residents; Social Change
IDENTIFIERS- Corporations; Texas

This report demonstrates the complexity and diversity of agricultural structures in the United States and discusses changes produced in the family farm by agricultural industrialization. Data from the Economic Research Service of the U.S. Department of Agriculture and the 1978 Census of Agriculture describe similarities and differences in social and technical arrangements of farms. A comparative analysis of production systems examines agricultural diversity in commodities produced, organizational characteristics of farms, personal characteristics of farm operators, and farm corporate structures. Discussion of the interchange between agricultural structures and rural communities includes impacts of farm population changes on rural communities and impacts of community growth on farming. The report examines a U.S. Department of Agriculture proposal to establish four categories of farms based on farm sales as a focus for future research and extension policies and programs. Discussion of the strategy includes identification of proposed research and extension efforts in each category and a critique of the four-category approach. Farms as organizational units of production are examined for the nation as a whole and for 10 leading agricultural producing states, including Texas. Tables containing supplementary data are placed throughout the text. A six-page list of references concludes the document. (LFL)

Grade 3 Science Curriculum Specifications.
Alberta Dept. of Education, Edmonton. Curriculum Branch.

PUB DATE- May 86
NOTE- 11p.; For the Student Achievement Testing Program Bulletin for Grade 3 Science, see SE 047 243.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Earth Science; Elementary Education; *Elementary School Science; Foreign Countries; *General Science; *Grade 3; Physical Sciences; *Science Curriculum; Science Education; *Science Instruction; Scientific Concepts; Skill Development; *Testing Programs
IDENTIFIERS- *Alberta

The specific content areas and objectives from which the Alberta, Canada, Grade 3 Science Achievement Test questions were derived are outlined in this bulletin. The document contains: (1) curriculum summary (providing a general listing of the process skills, psychomotor skills, attitudes, and subject matter covered at the grade 3 level); (2) a detailed listing of the process skills (specifying skills related to observation, measurement, classification, communication, inference, and prediction); and (3) subject matter (identifying topics covered in the areas of matter and energy, living things and the environment, and earth, space, and time). Priority rankings and percent emphases are coded to each skill and subject matter area. (ML)

ED 275 537 SE 047 520

Albrecht, Jean, Ed.

Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 68.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Sep 86
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation (Environment); *Environmental Education; *Forestry; Land Use; *Lumber Industry; *Natural Resources; Recreation; Trees; Wildlife Management
IDENTIFIERS- *Environmental Management

This is the seventh issue of Social Sciences in Forestry, a publication which provides a current annotated bibliographic listing of references related to four major areas of forestry. The main categories are: (1) applications to forestry at large (containing citations on resources, history, legislation, policy, planning, appraisal and evaluation, investment and finance, taxation, subsidization, economics, education, research, technology, and environmental concerns); (2) applications for forest management (with references to multiple use management, ownership of public and private lands, labor, and protection); (3) production of forest goods and services (addressing areas such as outdoor recreation, wilderness and range management, urban forestry, wildlife and fish, and wood production); and (4) applications to forest industries (focusing on wood-using industries and other forest industries, marketing and trade, and transportation). This publication also contains an alphabetized author index. (TW)

ED 275 281 HE 019 799

Peterson, Lorna
"But We Did It Together;" Or, Academic Integrity and
Misrepresentation among College Students.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assignments; *Cheating; Codes of Ethics; *College Students; Higher Education; *Moral Issues; *Plagiarism; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Kohlberg (Lawrence)

Views of students and teachers on misrepresentation, one aspect of academic dishonesty, were studied. Misrepresentation is defined as "retyping another person's paper and submitting it as your own." Three library instructors and 22 undergraduate students at Iowa State University were interviewed for their views on why students turn in the same assignment. Before the interviews, students wrote down reasons they would/would not turn in the same assignment. While all of the teachers said they would have the students redo the assignment, the way they would proceed was based on the circumstances and the student's response. The consensus among instructors was that most of the students who commit misrepresentation are not aware of the principles of independent scholarship and academic integrity. Sixty-one percent of the students would not turn in the same assignment; however, about 35% were motivated by fear of punishment, or they placed conditions on their reasoning that indicated a sketchy comprehension of misrepresentation and academic dishonesty. While 39% of the students may be close to understanding academic integrity, they were motivated by their own immediate needs. One percent of the students did not indicate any conflict with misrepresentation. Students' answers are considered in light of Kohlberg's model of moral development. (SW)

ED 275 364 JC 860 553

Veitz, M. Frances
The Design, Implementation and Evaluation Plan of an Internship Program in Business-French at Holy Family College.
Holy Family Coll., Philadelphia, PA.
PUB DATE- 83
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Employer Attitudes; *Employment Opportunities; *French; Higher Education; *Internship Programs; Job Skills; *Program Development; Questionnaires; *School Business Relationship; Second Language Instruction; Undergraduate Study

A study was conducted at Holy Family College (Pennsylvania) to assist in the development of an internship program, making practical and relevant use of the French language, as the capstone of a new degree program in Business-French. The study involved a survey of 160 local corporations with subsidiaries in France or French-speaking countries, government agencies, and service organizations for foreign visitors or students. A questionnaire was developed to gather information on the companies' current or projected need for bilingual employees, functional areas of employment, French language proficiency and areas of skills desired, and interest in offering training and supervision for student interns. Survey findings, based on responses from 113 firms, included the following: (1) approximately half of the respondents indicated a current as well as projected need for bilingual employees (French/English) with academic preparation in business administration; (2) the functional areas of business in which bilingual employees were generally utilized were marketing, secretarial/clerical, administrative services, and finance; (3) government agencies most frequently used bilingual employees in the laws and regulations department, while service agencies indicated that their greatest needs were in secretarial/clerical work, escorting foreign visitors, and providing housing services for foreign students; (4) the language proficiency level most desired by the respondents was "professional"; (5) employees were most likely to use their language skills in translating letters and documents, reading technical documents, and interpreting spoken language; and (6) 57 of the firms were willing to offer support services for a beginning internship program. Given support from the business community and the college administration, further steps were taken in the development of the internship program. The study report includes a literature review on internship programs, foreign language teaching, and language skill job qualifications, along with an extensive bibliography and the survey instrument. (EJV)

ED 275 391 PS 015 795

Moore, Beatrice D.
How Are Black Children Faring under P.L. 96-272.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption; Black Family; *Black Youth; *Federal Legislation; *Foster Care; *Improvement; Social Discrimination; Social History; *Social Problems
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980

In relation to the potential of P.L. 96-272, the condition of black children in the child welfare system has not improved. Before P.L. 96-272, services were not rendered to prevent placement, and foster care was allowed to go on too long or to become the resolution of the child's situation as opposed to finding a permanent home. The law provided for preventive and supportive services to keep families together, removing children from foster care quickly, parent involvement, and subsidized adoption for "special needs" children. However, recent studies indicate that black children are placed in foster care more frequently than others, remain in care longer, and that older and handicapped black children frequently await adoption disproportionately longer. Reasons for the continuance of such problems include limits of available services, inadequate staffing, complexity of family problems, and biases among services providers. Happily, the black community now adopts children from the public child welfare agencies at a rate 4.5 times greater than white or Hispanic communities. Adoption subsidy claims have increased and agencies are recruiting more black families. Still, preventive services and case review systems for children in foster care need attention. In view of the increase in teen-age pregnancy, families waiting to adopt black infants should get on waiting lists: the infants will be available. Finally, research indicates that racist factors in agencies can be countered. (RH)

ED 275 405 PS 016 101

Siltanen, Susan A.; Hosman, Lawrence A.

Effects of Context on Children's Metaphor Comprehension.

PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Southern Speech Communication Convention (Houston, TX, April 2-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; *Difficulty Level; Elementary Education; *Elementary School Students; *Metaphors
IDENTIFIERS- *Context Effect

This study replicates Siltanen's (1986) investigation of four developmental stages of metaphor comprehension and tests the effects of two levels of context on children's ability to comprehend metaphors. A total of 159 subjects ranging in age from 6 through 12 years were asked to provide an open-ended response to 16 test metaphors which varied in difficulty. The metaphors were presented either with a 60- to 100-word-story context or as simple sentences. Metaphor comprehension was operationalized as type and number of grounds used in constructing conjunctive, disjunctive, and/or relational categories when interpreting a metaphor. Children's responses were coded to indicate type of comprehension: perceptually grounded, conceptually grounded, and combined perceptually and conceptually grounded comprehension. Findings replicated Siltanen's results concerning age differences and cognitive elaboration of comprehension, and supported the four-stages theory of metaphor comprehension. However, contrary to other research, context did not significantly affect metaphor comprehension. Results are discussed in terms of metaphor difficulty, type of context, and power of the manipulation. (Author/RH)

reservations in Arizona, and population/acreage figures of Arizona reservations are included. (LFL)

ED 275 465 RC 015 938

Arizona Commission of Indian Affairs 1985-86 Annual Report.
Arizona Commission of Indian Affairs, Phoenix.
PUB DATE- Sep 86
NOTE- 29p.; For the 1984 annual report, see ED 258 767, and for the 1984-85 annual report, see RC 015 937.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Reservations; *American Indians; Budgets; Cultural Awareness; Demography; Government Role; *Organizational Effectiveness; Policy Formation; *Program Evaluation; Public Relations; *Self Determination; *State Government; State Legislation; Tribes
IDENTIFIERS- Arizona; *Arizona Commission of Indian Affairs; *State Tribal Relationship

A summation of the successful Sunset Review process and a legislative package addressing issues raised during the Review highlight the Arizona Commission of Indian Affairs' 1986 annual report. The summation identifies changes in Commission organization and programs and clarifies Commission powers and duties. The legislative package includes a discussion of the major issue raised during the review--need to clarify and improve state-tribal relationships--and recommendations for a statewide policy to educate Arizona citizens and officials about the need for state-tribal cooperation. After reviewing Commission and related meeting attendance, the report summarizes 12 projects completed during the year on issues such as an Economic Business Development Center proposal; an informal meeting with tribal leaders, legislators, and the Commission; state/federal legislative process workshop; Indian Veterans Benefits Seminar; tribal program insurance conference; tribal visitations; Indian impact on Arizona's economy study; and imitation of Indian arts and crafts legislation. A financial report details the allocation of $153,000. A list of Commission members, map of Arizona Indian reservations, population and acreage figures for Arizona reservations, list of Commission publications, and directory of reservations and their state legislative representatives are included. (LFL)

ED 275 178 FL 016 112

Peretz, Anna S.
Summary Writing for EFL Students of Science and Technology.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abstracting; Class Activities; Classroom Techniques; *English (Second Language); *English for Science and Technology; Grading; Higher Education; Peer Evaluation; Student Evaluation; *Technical Writing; Writing Exercises; *Writing Instruction; *Writing Skills

This guide suggests techniques for teaching skills in summary writing to students of English as a foreign language (EFL) in scientific and technical fields. Activities include: pre-summarization (identification of thesis sentences, conclusions and other essential components, multiple readings, notetaking and text-marking); summarization activities (summarization of text sections for class discussion, and full-text summarization); discussion of aspects such as summary length and level of abstraction; and evaluation and grading using peer comparison, class discussion, student-teacher conferences, and emphasis on positive aspects of student writing efforts. (MSE)

ED 275 450 PS 016 164

Takahashi, Keiko
Life-Span Development of Affective Relationships.
PUB DATE- 85
NOTE- 17p.; In: Research and Clinical Center for Child Development Annual Report, 1984-1985; see PS 016 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Affective Behavior; Children; *College Students; *Developmental Stages; Foreign Countries; *Interpersonal Relationship; Literature Reviews; *Test Construction
IDENTIFIERS- Conceptual Analysis; Developmental Stages; *Japan; Life Span Development

This paper presents a model of affective relationships and a review of a number of empirical studies based on the model. The fundamental aim of the model is to describe the life-span development of affective relationships, which are measured in terms of an individual's representation of a variety of significant interpersonal relationships. These central and relatively stable social relationships are thought to govern an individual's behavior in the context of socio-affective interaction. To assess the conceptual model, several instruments were constructed, including a Questionnaire of Affective Relationships, a Sentence Completion Test of Affective Relationships, and a Picture Affective Relationships Test. The review of the empirical studies suggests the existence, from infancy to old age, of at least five developmental stages of affective relationships and three rules of developmental transformations. (RH)

ED 275 553 SE 047 536

Elementary Science Supplement to the Syllabus. Level I (Ages 4 through 7).

New York State Education Dept., Albany.

PUB DATE- 86

NOTE- 106p.; Drawings may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Organization; *Elementary School Science; *Enrichment Activities; Experiential Learning; *General Science; Instructional Improvement; Physical Sciences; Primary Education; *Science Activities; Science Education; *Science Instruction; State Curriculum Guides

IDENTIFIERS- *New York

Developed to complement existing elementary science programs, the materials in this first volume of New York's Elementary Science Supplement to the Syllabus emphasize a direct experience, hands-on approach for children of ages 4 through 7. Major sections include: (1) guidelines for program activities (explaining the organizational format of the guide); (2) correlating syllabus and program (including a chart which identifies areas in need of supplementary expansion); and (3) program activities (indicating in most cases the syllabus emphasis, problem, concepts, component connection, evaluation strategy, activities, and supplementary information for 4 units, 4 miniunits, and 16 unit starters). These sub-sections focus on topics such as measuring, properties, pets, the moon, rocks, and animal myths. Appendices consist of a policy statement dealing with handicapped students and a syllabus program correlation chart for Level I students (ages 4 through 7). (ML)

ED 275 196 FL 016 143

Williams, Colin H.
Language Planning, Marginality and Regional Development in the Irish Gaeltacht. Discussion Papers in Geolinguistics No. 10.
North Staffordshire Polytechnic (England). Dept. of Geography and Recreational Studies.
PUB DATE- 85
NOTE- 52p.
AVAILABLE FROM- C. Williams, Dept. of Geography, North Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, England (US $2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Rights; *Economic Development; Ethnic Groups; Ethnicity; Foreign Countries; Government Role; *Language Maintenance; *Language Planning; Minority Groups; Public Policy; *Regional Planning; Uncommonly Taught Languages
IDENTIFIERS- Celtic Languages; *Geolinguistics; Ireland; *Irish Gaelic

This paper explores the relationship between ethnolinguistic maintenance and regional economic development in the context of the regional planning policies of the minority language Gaeltacht areas. The Gaeltacht areas, where the Irish language (Gaeliz) is predominant over English, are primarily found in the extreme western portions of Northern and Southern Ireland and the southern part of Southern Ireland. The current language situation in the Gaeltacht and the roles of language planning policies, government economic policies and planning, industrial development, and educational policy are outlined and examined. It is concluded that substantial improvements in the area's economic future must be tempered by only modest expectations of language survival, despite recent efforts to remedy some policy weaknesses and encourage language maintenance. Greater emphasis in geolinguistic research on the roles of the state, the community, and the individual and his linguistic expectations and rights is recommended. (MSE)

ED 275 211 FL 016 195

Weinstein-Shr, Gail; And Others
Perspectives on Literacy.
PUB DATE- Jun 86
NOTE- 20p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Community Involvement; Community Organizations; Elementary Secondary Education; English (Second Language); Foreign Countries; Intercultural Communication; *Intergenerational Programs; *Literacy Education; Older Adults; *Parent Participation; *Refugees; School Community Relationship; *School Districts; Tutorial Programs; Volunteers
IDENTIFIERS- District of Columbia Public Schools; Indonesia; Philippines; Temple University PA; Thailand

Four papers focus on approaches to providing literacy education. "Language and Community Building: An Intergenerational Approach" (Gail Weinstein-Shr) describes a Temple University (Pennsylvania) program to involve volunteers in English-as-a-second-language instruction to refugee children and their elders. This program provides volunteer and organizational experience as well as cross-cultural and intergenerational interaction for students and community members alike. "Literacy in the Refugee Camps in Southeast Asia" (Allene Guss Grognet) outlines the U.S. Department of State's efforts to prepare Southeast Asian refugees in English language and literacy skills before they emigrate to the United States. "Illiteracy: How a School District Copes" (Dalia P. Meza) discusses the District of Columbia's public school program and its means of assessing, placing, and instructing a varied limited-English-speaking population. "Adult Illiteracy: Implications for Parent Involvement" (Wayne W. Haverson) reviews approaches to reading instruction for limited-English-speaking adults and the implications of adult literacy education for parent involvement in the children's education. A discussion of the four presentations by two specialists is also summarized. (MSE)

ED 275 224 HE 019 671

Jackson, Gregory A.
Workable, Comprehensive Models of College Choice. Final and Technical Report.
Harvard Univ., Cambridge, Mass.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching.; National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- 86
NOTE- 105p.
CONTRACT- 400-83-0055
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; *College Bound Students; *College Choice; Comparative Analysis; Data Analysis; *Enrollment Influences; Higher Education; High School Graduates; Longitudinal Studies; *Models; National Surveys; Noncollege Bound Students; Nontraditional Students; Predictor Variables
IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

Results of a study of trends in college-going decisions of new high school graduates between 1972 and 1980 are presented, along with a model of college choice. The focus is the choice between college and noncollege options. Based on a review of empirical and theoretical work on college choice over the past 25 years, information is provided on key variable categories for each major study, along with the dependent variables and data sources employed. Based on studies of traditional students, 13 critical variables and 10 noncritical variables that may influence college choice are examined. Variables for a college choice model for nontraditional students are also identified. Changes in high school graduates' college choices between 1972 and 1980 are assessed, based on results of the National Longitudinal Study (NLS) of the high school class of 1972 and the High School and Beyond (HSB) surveys. Work that was required to prepare comparable NLS and HSB data is also described (i.e., coding, recording, and missing-data procedures). Conferences were held at Harvard University to assess and extend the review of college choice studies and to evaluate the match between data and sample requirements and the national and longitudinal studies. Conference participants are listed. (SW)

ED 275 238 HE 019 738

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Business Economics for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Economics Education; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 2,134 faculty in the field of business economics are reported for 1985-1986 for both public and private institutions, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 79 public and 100 private colleges reported on business economics faculty salaries, while 101 public and 104 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 23.8% at public colleges and 18.2% at private colleges. The average salary for business economics faculty was above the average faculty salary in the other 40 disciplines (5% above for public colleges and 6% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 253 HE 019 753

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Home Economics for the Years 1982-8
and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; *Home Economics Education; *Home Economics Teachers; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,513 faculty in the field of home economics are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 70 public and 38 private colleges reported on home economics faculty salaries, while 70 public and 41 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 20.8% at public colleges and 13.9% at private colleges. The average salary for home economics faculty was below the average faculty salary in the other 40 disciplines (10% below for public colleges and 28% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 268 HE 019 768

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Counseling & Personnel Services for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Counseling Services; *Counselor Educators; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Student Personnel Services; *Teacher Salaries; Trend Analysis

Average salary increases for 722 faculty in the field of counseling and personnel services are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 48 public colleges and 13 private colleges reported on counseling and personnel services faculty salaries, while 52 public and 12 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 20.4% at public colleges and 23.4% at private colleges. The average salary for faculty in counseling and personnel services was above the average faculty salary in the other 40 disciplines (6% above for public colleges and 2% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 294 IR 012 327

Ridgway, Jim; Lewis, R.
Research Needs for Educational Uses of Information Technology, Occasional Paper, ITE/9/86, Edition 1 and Research in Progress, May 1986, Occasional Paper, ITE/10/86.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- 86
NOTE- 66p.; Information Technology and Education Programme.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Artificial Intelligence; Authoring Aids (Programing); Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Educational Innovation; *Expert Systems; Foreign Countries; *Information Technology; Inservice Teacher Education; Mathematics Instruction; Microcomputers; Perceptual Motor Learning; Problem Solving; *Research Needs; Research Projects; Science Instruction
IDENTIFIERS- Economic and Social Research Council (England)

The first of two reports in this document identifies research topics relevant to the introduction of information technology (IT) into schools. A discussion of general issues in IT points out the need for detailed empirical evaluation for the implementation of IT; the need to overcome barriers to innovation; and the need to support and encourage the growth of research teams with a wide mixture of skills. Immediate needs for the facilitation of constructive innovation are identified as robust software; guidelines for managing IT in schools and for local education agencies (LEAs) on the introduction of IT; and materials for inservice teacher education. The second report describes individual research projects supported by the Economic and Social Research Council in the United Kingdom. These projects address several facets of knowledge-based systems, student interaction with computers, penetration and effectiveness of IT in teacher education, students' intuitive ideas about science, use of microcomputers in primary schools, expert system tools in education, group interactive processes and pupil understanding, social interaction and the child's representation of computing devices, novices' problems with the Prolog authoring package, a knowledge-based approach to computer assisted learning, software design for teaching arithmetic, developing microworlds for secondary mathematics, and policies and practices in the integration of IT into the curriculum. References are provided for both reports. (DJR)

ED 275 308 IR 012 368

Computer Courseware Evaluations, June 1985 to March 1986.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-11-4
PUB DATE- 86
NOTE- 236p.; For the 1985 edition of this report, see ED 262 764.
AVAILABLE FROM- Learning Resources Distributing Centre, Alberta Education, 10410-121 Street, Edmonton, Alberta, Canada T5N 1L2 ($10.00 prepaid in Canadian funds).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Business Education; Computer Literacy; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Language Arts; *Mathematics Instruction; *Microcomputers; Problem Solving; *Science Instruction
IDENTIFIERS- Alberta

The fifth in a series, this report reviews Apple microcomputer courseware--and some IBM computer courseware--authorized by Alberta Education from June 1985 to March 1986. It provides detailed evaluations of 97 authorized programs in business education (11), business education/math (1), computer literacy (4), computer literacy/math/problem solving (1), language arts (9), mathematics (41), math/problem solving (2), problem solving skills (3), and science (25). Several of the programs are in French. Each evaluation includes the disk title, producer(s), address, telephone number, grade level, contents, topics, additional hardware-software requirements, other formats available (not evaluated), year produced, cost, subject, and format. Also included are objectives, content description, content evaluation, instructional format description and evaluation, technical system description and evaluation, implementational support description and evaluation, a summary statement, status (basic, recommended or supplementary), and purchase information. (DJR)

Dussault, Nicholas F.
Problems in Teachers' Use of Instructional Information Systems.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Curriculum Development; Data Collection; *Decision Making; Diagnostic Teaching; Elementary Secondary Education; *Information Needs; *Information Systems; Microcomputers; *Public School Teachers; Recordkeeping
IDENTIFIERS- *Instructional Information Systems; Sheboygan School District WI

The instructional information system (IIS), a method by which instructionally relevant information can be collected, stored, processed, and reported to various users in a timely manner, has considerable potential to improve instruction. To better identify the circumstances in which the IIS will succeed, it is necessary to know more about how teachers make decisions and how they would use information provided by instructional information systems. The experiences of the Sheboygan Area School District are examined to provide insight on these problems. Literature is reviewed; major questions are conceptualized; preliminary observations on teachers' needs for information and the impact of information on instruction are presented; four routine instructional decisions are examined, and instructional decisions which could be supported by information systems are identified; problems posed by implementing instructional information systems are discussed; and goals for implementing an instructional information system are presented. A bibliography is provided. (KM)

ED 275 351 JC 860 529

Richards, William
The Effectiveness of New-Student Basic Skills Assessment in Colorado Community Colleges.
Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Sep 86
NOTE- 33p.; Report prepared by the Assessment and Basic Skills Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Advising; *Academic Persistence; Basic Skills; Community Colleges; Educational Diagnosis; Educational Testing; Predictive Measurement; Program Effectiveness; Questionnaires; State Surveys; *Student Evaluation; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Colorado

In fall 1985, a study was conducted by the Colorado State Board for Community Colleges and Occupational Education to analyze the efficiency and effectiveness of community college assessment programs throughout the state. Each community college in the state randomly selected 100 students whose basic skills had been assessed and who had enrolled in fall 1985, and submitted information about the students' test scores, enrollment patterns, academic success, and persistence. Study findings included the following: (1) students who followed the advice given to them by counselors regarding mathematics, English, and reading course placement tended to succeed to a significantly higher degree than those who did not; (2) among students who followed counselors' advice, 64% succeeded in developmental mathematics, 76% succeeded in college math, 66% succeeded in pre-college English, and 82% succeeded in college-level English; (3) of the total number of cases examined, 73% followed counselors' advice and succeeded in the recommended courses; (4) 15% followed counselors' advice, but did not succeed; (5) 5.9% did not follow counselors' advice, and did not succeed; (6) 6.5% did not follow counselors' advice, but succeeded anyway; and (7) 78% of the students re-enrolled the following semester. Based on study findings, it was concluded that the current new-student assessment and advising programs were effective. (LAL)

ED 275 422 PS 016 124

Rossmiller, Richard A.
School Resources, Home Environment, and Student Achievement Gain in Grades 3-5.
Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Characteristics; Elementary Education; *Elementary School Students; *Family Environment; *Institutional Characteristics; *Mathematics Education; School Districts; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Wisconsin

This paper draws upon data from a longitudinal study of students in four Wisconsin elementary schools to probe for the linkages between school- and home-related variables and students' academic achievement. Data were collected from fall 1979 through spring 1982. Subjects, enrolled in the third grade during the 1979-80 school year, were followed through their fourth and fifth grade years. The sample also included children who entered school in the fall of 1980, at the beginning of their fourth grade year. Additional data were collected from parents, teachers, other professional staff, and school and district administrators. Findings indicated that the variables included in the analyses were not particularly helpful in understanding students' gains in reading and mathematics. Findings further emphasize the complexity of human learning and the uniqueness of individual learners. Neither time-on-task in reading or mathematics nor time spent on homework was a potent predictor of student gain. Students of teachers who held a graduate degree did less well than students whose teachers did not have a graduate degree. Teachers' attitudes and beliefs were at least as important as other teacher characteristics. Finally, students' academic aptitude was not as potent a predictor of student gain in reading and mathematics as might be expected. (RH)

ED 275 436 PS 016 145

Kellerhals, Jean M.; And Others
Social Stratification, Types of Family Interaction and Distributive Justice.
PUB DATE- Sep 86
NOTE- 22p.; Paper presented at the Forum D'Education Familiale (Mons, Belgium, September 2-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Family Characteristics; *Family Relationship; Foreign Countries; Interpersonal Relationship; *Justice; *Resource Allocation; *Socioeconomic Status
IDENTIFIERS- *Distributive Justice; Scenarios; *Switzerland

A study was made of the ways in which norms of distributive justice constructed within families depend on types of family interaction and on the socioeconomic position of spouses. Data were obtained via a scenario technique enabling observation of the way in which 107 Swiss families resolved 5 typical problems of equity: parents' retirement, selling a jointly held property at a special price, allocation of adolescent family members' earnings, caring for a live-in grandfather, and deciding grandchildren's inheritance.

Discussion first describes the way in which integration and adaptation typologies of family interaction were constructed and their relationship with the socioeconomic status of the families. Attention is then given to the relationship between the typologies and the decision-making process concerning distributive justice. Principal results are discussed in terms of (1) choice of principles and evaluation criteria, (2) procedural justice versus material justice, (3) norms of comparison, (4) the nature of interactants' resources, and (5) forms of appropriation. It is concluded that the saliency of the need for justice is clearer in "professional" and autonomous families than in "lower middle class" families and fusional families. Findings also indicate that judgments of the equitable or inequitable nature of a situation are guided by two "regulators," not one. (RH)

ED 275 508 SE 047 484

Engineering Education and Practice in the United States: Foundations of Our Techno-Economic Future.

National Academy of Sciences - National Research Council, Washington, D.C.

REPORT NO.- ISBN-0-309-03539-2
PUB DATE- 85
NOTE- 148p.; For a related document, see SE 047 485.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Education; Economics; *Engineering; *Engineering Education; Engineering Technology; Engineers; Higher Education; Nationalism; *School Business Relationship; *Science and Society; Sociocultural Patterns; Technical Education; *Technological Advancement; Technology
IDENTIFIERS- *Engineering Education Research

The National Research Council's Committee on the Education and Utilization of the Engineer conducted a study aimed at achieving a comprehensive understanding of engineering in the United States and an assessment of its capacity to meet present and future needs. This document reports on the findings of the committee's work over a 2-year period. The report is organized into three major sections. The first section provides background information on the study and a chapter dealing with the role of engineering in America. The second section, "Where Does Engineering Stand in America Today?" includes chapters on: (1) defining the engineering community; (2) the current status of engineering education; and (3) the utilization of engineering resources. The final section, "A Look at the Future," includes a chapter which looks at engineering's future from the perspective of the changing requirements for a changing environment. The appendices include a list of subcommittee and panel membership and consultants, a list of the committee reports generated by participants in the study, and a topic index. (TW)

ED 275 523 SE 047 505

A Guide to Curriculum Development in Science. A Curriculum Coordinating Committee Report.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

PUB DATE- Sep 86
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Cognitive Development; Cognitive Objectives; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Earth Science; Educational Philosophy; *Elementary School Science; Elementary Secondary Education; Instructional Improvement; Physical Sciences; Process Education; *Science Curriculum; Science Education; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Iowa

Designed to facilitate development of local school district curricula, this document provides science educators with guidelines for conducting an assessment of K-14 programs as well as offering "essential" process skills and knowledge items for synthesizing the most appropriate student outcomes in science courses. The booklet is divided into three major sections. The first section presents a rationale, philosophy, and goals for a school's science program. The second section, "Scope/Sequence/Strategies" presents: (1) the Iowa Science Curriculum Model; (2) a science process skills hierarchy; (3) suggested levels of emphasis; and (4) suggestions for curriculum emphasis and development in life science, earth science, and physical science. The third section of the guide urges that an evaluation component be built into the curriculum with an implementation schedule, and addresses two evaluation categories: program quality and student progress. The appendices include the "Code of Iowa" requirements and standards applicable to science education and a list of resources for science teachers. (TW)

ED 275 568 SO 017 260

Akalin, Cem
Youth in the Year of Youth: A Situation Report. Special Report.
Sozial-Report.
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-11/12-85(e)
PUB DATE- Nov 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Child Advocacy; Foreign Countries; Higher Education; Legal Aid; *Social Action; *Student Attitudes; *Youth; *Youth Agencies; *Youth Programs
IDENTIFIERS- *West Germany

In recent years numerous investigations into the situation of youth in the Federal Republic of Germany (West Germany) have been conducted. All concur that the position of young people in West Germany has undergone a fundamental change in the last 25 years. In 1983 the Inquiry Commission of the German Federal Parliament studying "Protests of youth in the democratic state" presented its final report, which contributed to correcting some of the derogatory generalizations about young people. Two and one-half years after the Inquiry report the EMNID Institute stated in a 1985 study: "The phase of insecurity among youth at the start of the eighties is apparently over." The study found that in contrast to the youth of 25 years ago the youth of today did not rate "work" so highly; however, the degree of change was fairly small. The changes seem to be more marked in relation to "morals" and "religion." The young people said the most important political tasks were the fight against unemployment, especially unemployment among youth, protection of the environment, and the securing of peace. Additional information items included in this issue are: legal measures for aid to youth, state encouragement to youth, activities of the National Commission for the International Year of Youth, the youth associations, local initiatives, foreign youth in West Germany, youth exchanges under the German-French youth scheme, a glossary, an 11-item bibliography, and a listing of 11 important addresses. (BZ)

Nichols, Ann Eljenholm
Montessori Language Lessons: The Almost Silent Way.
PUB DATE- 84
NOTE- 17p.
AVAILABLE FROM- Minnesota Teachers of English to Speakers of Other Languages, 116 Klaeber Court, 16th Avenue SE, University of Minnesota, Minneapolis, MN 55455 ($5.00; entire issue only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- *Class Activities; *Classroom Techniques; Elementary Education; *English (Second Language); *Montessori Method; Multilevel Classes (Second Language Instruction); Second Language Instruction; Teacher Behavior; Time Factors (Learning)

Montessori language lessons, which antedate Silent Way methodology by 50 years, offer a solution to some of the problems facing elementary school teachers of English as a second language (ESL). The limited amount of class time available with mixed-proficiency students is a particular problem. The basic principles of a Montessori lesson, the three-period presentation, isolation of difficulty, control of error, and relative silence of the teacher, enable the student to work independently yet purposefully. Sample ESL lessons based on Montessori principles are supplied, and a list of Montessori works is appended. (Author/MSE)

ED 275 337 IR 051 685

Howland, Joan S.
Interlibrary Loan in ARL Libraries. SPEC Kit 127.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 86

NOTE- 141p.; For an earlier survey, see ED 232 702.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00 per copy; subscriptions available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Bibliographic Utilities; Facsimile Transmission; Fees; Higher Education; *Interlibrary Loans; *Library Cooperation; *Library Networks; Library Services; Library Surveys; Online Systems; Position Papers; Questionnaires; Records (Forms); *Research Libraries

During the spring of 1986, the Association of Research Libraries (ARL) surveyed 32 of its members, selected on the basis of their interlibrary loan (ILL) activities and programs, in an effort to gather documents regarding online ILL services and cooperative borrowing/consortium activities. Of the 22 respondents, all conduct at least part of their ILL activities electronically, and all are involved in one or more cooperative borrowing arrangements. It was found that 9 of the responding libraries have individual arrangements with local libraries; 6 participate in regional consortiums; 15 participate in statewide agreements; 13 participate in statewide networks; 22 participate in RLIN (Research Libraries Information Network) or OCLC (Online Computer Library Center); 3 are involved in subscription-based activities; and 15 participate in other types of cooperative borrowing arrangements. The ARL library ILL documents presented in this kit include 5 annual reports, 3 statistical summaries, 3 organization charts, 7 policy statements and fee schedules, 3 ILL codes, 6 summaries of cooperative programs and services, and 3 documents related to telefacsimile projects. A Call for Documents on Interlibrary Loan Trends form, list of ARL libraries responding to the survey, and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (KM)

ED 275 378 JC 860 572

Anderson, Ernest F.; And Others
Comparison of Transfer and Native Student Progress: University of Illinois at Chicago, Fall, 1983 Group. Research Memorandum 86-9.
Illinois Univ., Chicago. Office of School and Coll. Relations.
PUB DATE- Aug 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Grade Point Average; Higher Education; State Universities; Two Year Colleges; *Two Year College Students

A study was conducted to compare the academic progress of two-year college transfers, four-year college transfers, and continuing sophomores and juniors (natives) at the University of Illinois at Chicago as measured by mean grade point average (GPA), academic status, and continued enrollment through 2 years after transfer. Student data for each term from fall 1983 through summer 1985 were used to compare the three student groups in 10 subject matter areas. Study findings included the following: (1) 45% of the community college transfers and 41% of the four-year transfers graduated or continued on clear or probationary status; (2) natives had a 79% retention rate; (3) 8% of the community college group and 11% of the four-year group graduated, while 39% of the natives graduated; (4) both two-year and four-year transfers experienced a first term drop in mean GPA--.49 for the community college group and .11 for the four-year group; and (5) by the end of the second year following transfer, 23% of the community college transfers and 21% of the four-year college transfers had been dropped or had left while on probation. Several figures and data tables illustrate the text. A bibliography and six supplementary tables are appended. (LAL)

ED 275 392 PS 015 929

Liben, Lynn S.; Downs, Roger M.
Perspective-Taking in Piagetian and Pennsylvanian Landscapes.

SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 31 May 86

NOTE- 30p.; Paper presented at the Annual Jean Piaget Society Symposium (16th, Philadelphia, PA, May 29-31, 1986).
GRANT- NIE-G-83-0025
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Elementary School Students; Grade 1; Grade 2; Kindergarten; Kindergarten Children; *Perspective Taking; *Piagetian Theory; Primary Education; Research Methodology; *Spatial Ability
IDENTIFIERS- *Mapping; Piagetian Tasks

A study was made to investigate the hypothesis that the ability to determine, on a map, where one is located and in which direction one is headed, requires an understanding of the ways in which views change from different locations and orientations. Approximately 200 kindergarten through second-grade children were first tested individually for their understanding of projective spatial concepts. Children were given a perspective-taking task in which colored disks and cylinders replaced the traditional papier-mache mountains, and were asked which of six photographs had been taken from specified locations around the array. Additionally, children were shown a series of locations on a model of a landscape and were asked to reproduce those locations on an identical model, once when the two models were in spatial alignment and once when the child's model had been rotated by 180 degrees. With an exception or two, results showed the anticipated patterns of lower performance for unaligned rather than aligned conditions. Children were later given a variety of mapping tasks as part of their regular classroom instruction. Data from the directional mapping tasks were consistent with predictions based on Piagetian theory. (RH)

Grade 3 Science. Student Achievement Testing Program Bulletin. 1986-87 School Year.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Sep 86
NOTE- 27p.; For Grade 3 Science Curriculum Specifications, see SE 047 242.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Science; Foreign Countries; *Grade 3; Science Education; *Testing Programs; Test Items; *Test Manuals

IDENTIFIERS- *Alberta

This bulletin provides a general description of Alberta's Grade 3 Science Achievement Test which will be taken in June 1987. Discussed in this document are: (1) the purpose of the testing program; (2) the nature of the program; (3) students tested (including concerns related to exemptions and students receiving instruction in French); (4) administration regulations; (5) reporting procedures; (6) test content; (7) distribution and percent emphasis of the questions; and (8) sample questions, which make up the bulk of the document. The appendix contains an explanation of the cognitive levels of knowledge, application, and understanding. (ML)

ED 275 538 SE 047 521

Science and Social Issues. Competency Based Curriculum Guide.
District of Columbia Public Schools, Washington, D.C. Office of Instruction.
PUB DATE- 83
NOTE- 290p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; Environmental Education; Minimum Competencies; Natural Resources; Nuclear Energy; Nutrition; Pollution; *Science Activities; *Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Skill Development; *Social Problems; Urban Planning
IDENTIFIERS- *District of Columbia; *Environmental Management

The Social Issues course is designed to help students make rational and constructive decisions regarding various social and environmental problems. It is intended to be used with 10, 11, or 12th grade students. This course contains units on decision-making, urban planning, food and nutrition, environmental pollution, nuclear energy, and resource management. Each unit includes: (1) a rationale; (2) list of behavioral objectives; (3) compilation of activities (containing information on suggested grade level, learning objectives, skill areas addressed, materials needed, activity descriptions and/or worksheets, and assessment tasks); and (4) a reference list. Appendices contain a glossary of terms for action words and explanations of the basic processes of science and of integrated processes. (ML)

ED 275 282 HE 019 800

Lieberman, Myron
Peer Review and Faculty Self Government: A Dissenting View.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Aug 86
NOTE- 8p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Faculty; Decision Making; *Faculty Evaluation; *Governance; Higher Education; *Participative Decision Making; *Peer Evaluation; Policy Formation; *Teacher Participation

The view that peer review and faculty self-government are detrimental is expressed. Peer review, a procedure in which the conduct of faculty members is subject to review by other faculty members, is used primarily in personnel and research decisions (e.g., tenure, promotion, and/or salary increases, and to assess grant or contract proposals). Faculty self-government refers to a governance structure in which the faculty formulates policy and makes critical personnel decisions. Faculty accountability under peer review and faculty self-government is viewed solely as a collective outcome: faculty would share in any institutional decline resulting from poor recommendations. Therefore, professors are not truly accountable for their policy decisions or recommendations. It is suggested that in public colleges faculty self-government presents a paradox, if not an inconsistency, with representative democratic government, whereby people have the right to change their policy-makers. It is argued that there is no need for professors to "police their own ranks" to protect the public. Unlike fee-paying clients who go to doctors and lawyers, colleges can exercise effective managerial controls. External peer review, the question of merit, and decisional patterns under faculty self government and collective bargaining are also considered. (SW)

Dornbusch, Sandy
Helping Your Kid Make the Grade.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- NASSP, P.O. Box 3250, Reston, VA 22090 ($0.60; add $1.00 shipping and handling for orders under $5.00. Discount on quantity orders of 200 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Rearing; *Family Characteristics; *Family Influence; High Schools; *High School Students; *Parent Influence; Peer Relationship; Stepfamily; Student Behavior

Research indicates that students' activities and relationships with their parents predict grades more surely than parental education, family income, ethnicity, sex, and family structure. Children with extremely permissive parents do not do well and children with extremely authoritarian parents do worse. Inconsistent parenting is even more strongly associated with lower grades. Authoritative parenting is associated with good grades for both sexes across the high school years for all ethnic groups, family structures, and levels of parental education studied. Family emphasis on conformity is correlated with a decline in grades, while emphasis on diversity is correlated with an improvement. Higher levels of television viewing are associated with slightly lower grades. Particularly among younger high school students, an after-school job has a slightly negative effect on grades. Studying with friends is associated with higher grades, while hanging out, partying, and talking on the telephone are associated with lower grades. The more hours girls spend on sports and exercise, the higher the grades they receive. The same is true of boys, excepting the most active participants in sports and exercise. Youth influenced by peer values more than by parental values are likely to have lower grades than students primarily influenced by values learned at home. (RH)

ED 275 451 PS 016 168

Crist, Mary Jo; And Others
What Should I Do? A Safety and Emergency Care Handbook.
CAPE Center, Inc., Dallas, TX.
PUB DATE- 86
NOTE- 57p.; For other handbooks in this series, see PS 016 169-172.
AVAILABLE FROM- The C.A.P.E. Center, Inc., 5924 Royal Lane, Suite 216, Dallas, Texas 75230 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *First Aid; Guidelines; *Safety
IDENTIFIERS- *Emergencies

One of a series written especially for parents and other caregivers, this handbook offers an overview of emergency care and safety considerations. The discussion of emergency care focuses on supplies for the first aid kit and provides guidelines for dealing with bleeding, bites, burns, suffocation, eye injury, broken bones, head injuries, fevers, and convulsions. The discussion of safety offers information on safety-proofing houses, poisons, and on automobile, fire, and water safety. A short list of selected resources is included. (RH)

ED 275 452 PS 016 169

Crist, Mary Jo; And Others
The Critical Years: Birth to Two. The Developing Child Series.
CAPE Center, Inc., Dallas, TX.
PUB DATE- 86
NOTE- 80p.; For other handbooks in this series, see PS 016 168-172.
AVAILABLE FROM- The C.A.P.E. Center, Inc., 5924 Royal Lane, Suite 216, Dallas, Texas 75230 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; Guidelines; *Infants; Language Acquisition; *Learning Activities; Personality; *Physical Development; *Social Development; *Toddlers

One of a series intended for parents and other caregivers, this

ED 275 466 RC 015 944

Reynolds, Carl L.
Enriching the Rural School Curriculum through Telecommunications.
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Meeting of the National Rural Teacher Education Conference (2nd, Bellingham, WA, October 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Agricultural Education; *Computer Networks; Current Events; Curriculum Enrichment; Databases; Educational Innovation; *Information Networks; Information Technology; Inservice Teacher Education; Lesson Plans; Program Implementation; *Rural Education; Rural Schools; Secondary Education; Telecommunications; *Vocational Education
IDENTIFIERS- AgriData Network

Rural teachers of vocational agriculture, realizing the need for access to current information in their field, obtained funds for initiating the use of a computerized telecommunications service. The service selected, AgriData Network, includes reports of news, markets, and trends; a collection of over 500 teaching plans in all subject areas in agriculture; a daily feature of condensed current events in agriculture; and an electronic mail service. Fifteen schools were selected as sites for demonstration of the telecommunication system. Phone modems and a 1-year subscription fee were purchased for each school. Local districts provided the necessary computer equipment as their part of the cost-sharing effort. In-service programs were conducted to assist teachers in use of the equipment, accessing the AgriData Network and incorporating the information into their courses. Among the benefits of the telecommunications system is community involvement. Parents in the farming and ranching community are highly interested in the capability of the network to access current market information and are dropping by the schools to review the latest reports. Some teachers are planning adult evening classes using the lessons available from the networks. A sample news report and a lesson plan on current issues in agriculture are appended. (JHZ)

ED 275 479 RC 015 974

Peterson, Roland L.; And Others

Approaches and Patterns for Delivering Agriculture and Home Economics Programs: A Conceptual Model Based on a Review of Related Literature. Station Bulletin 545--1981.

Minnesota Univ., St. Paul. Agricultural Experiment Station.
PUB DATE- 81
NOTE- 62p.
AVAILABLE FROM- Communication Resources Distribution, Coffey Hall, Room 3, 1420 Eckles Avenue, University of Minnesota, St. Paul, MN 55108 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Education; Community Characteristics; Cooperative Programs; *Delivery Systems; Educational Cooperation; High Schools; *Home Economics; Institutional Characteristics; Models; Program Descriptions; Program Design; *Rural Education; Rural Schools; Secondary Education; Small Schools; *Vocational Education

Published and unpublished literature is reviewed to identify and describe patterns of delivering vocational agriculture and home economics programs to students in small rural secondary schools. A conceptual model is developed based on patterns found in the literature. Non-school-based, school-based, and a combination of the two are identified as basic delivery approaches. Five delivery patterns are illustrated by descriptions of program, school, and community characteristics of existing programs. The delivery patterns include comprehensive high school, cooperative center, cooperative noncenter, cooperative mobile facilities, and residential. The school-based cooperative center and noncenter patterns are explored further. Organizational structures and consequences are discussed for 10 conceptual service delivery models based on center patterns, i.e., formally structured staff, budget, and courses, and noncenter patterns, i.e., coordination of existing programs between schools. Flow patterns of program elements in each model are analyzed. Need for rural vocational education, unique qualities of rural schools, and traditional vocational education programs are discussed. Ten criteria for evaluating service delivery patterns are presented. Advisory committee addresses and a program description worksheet are appended. (LFL)

University Finances: Research Revenues and Expenditures. Briefing Report to the Chairman, Committee on Science and Technology, House of Representatives.

General Accounting Office, Washington, D.C.

PUB DATE- Jul 86
NOTE- 50p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, each additional copy $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; Educational Research; *Federal Aid; Federal Government; Federal Programs; Fund Raising; *Government Publications; Government Role; Government School Relationship; Higher Education; Income; Research; *Research and Development; *Research Universities; *School Business Relationship; Scientific Research; Technological Advancement

In response to a request by the Committee on Science and Technology, United States House of Representatives, this report analyzes how scientific research is funded at research universities in the United States, with a particular focus on how federal funding for research fits into the total finances of these institutions. Major sections of the document deal with: (1) operating revenues and expenditures; (2) revenues for research and development in science and engineering; (3) indirect costs for research and development; (4) costs relating to university physical plants; (5) research capabilities under alternative levels of federal funding; and (6) objectives, scope, and methodology of the study. It was determined that although federal research support has increased, it did so at a much slower rate than most other research revenue sources. Industrial support for research has more than doubled since 1975, but still represents less than 6 percent of research and development revenues. In addition, it was found that university revenues and expenditures have increased faster than the rate of inflation over the past 10 years, increased tuition represented the fastest growing component of the educational and general revenue category, and federal support to universities decreased in general and physical plant revenues. (TW)

Yule, George
The Excommunicative Approach (and How To Avoid It).
PUB DATE- 84
NOTE- 22p.
AVAILABLE FROM- Minnesota Teachers of English to Speakers of Other Languages, 116 Klaeber Court, 16th Avenue SE, University of Minnesota, Minneapolis, MN 55455 ($5.00; entire issue only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; *Communicative Competence (Languages); *English (Second Language); Higher Education; Learning Activities; Second Language Instruction; Second Language Learning; *Skill Development; *Student Participation; Teacher Developed Materials
IDENTIFIERS- *Communicative Approach

If an ESL student has his learning time largely devoted to the study of linguistic form, taking an essentially passive role and rarely speaking English in any interactive context, he is experiencing the excommunicative approach. If what he actually requires is the communicative approach, his time should be devoted to using and manipulating whatever English he has, with support, to get his message across. The skills required of the teacher in this approach involve producing material that will stimulate the student to talk to someone. Classroom activities would include exercises that give students roles and topics, and the center of attention would shift from the teacher in the front of the room to the students. However, the problem facing teachers is not developing materials or moving around the classroom, but the required mental transfer from language form to language function. Keeping in mind the essential properties of a communicative activity, teachers can develop activities and exercises that encourage students to manipulate whatever linguistic resources they have rather than spend their time searching for precise structure or vocabulary. (Author/MSE)

Williams, Stephen Wyn
Language Maintenance, Erosion and Ethnic Identity. Discussion Papers in Geolinguistics No. 6.
North Staffordshire Polytechnic (England). Dept. of Geography and Recreational Studies.
PUB DATE- 86
NOTE- 60p.
AVAILABLE FROM- C. Williams, Dept. of Geography, North Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, England (US $2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Community Characteristics; Diachronic Linguistics; Diglossia; *English; Ethnic Groups; *Ethnicity; Foreign Countries; Intercultural Communication; Language Attitudes; *Language Maintenance; Local History; Uncommonly Taught Languages; *Welsh
IDENTIFIERS- *Geolinguistics; *Wales

This study reveals the processes of language erosion and maintenance as they are affected by ethnicity and ethnic group interaction based on a 1976 survey of two communities in Wales, one largely anglicized and the other largely Welsh-speaking. Following a brief description of basic linguistic ability (speaking and reading) in the two communities, a detailed account of the variation of linguistic usage within contexts or domains is presented. Attitudes toward language retention and the perception of linguistic decline are examined in terms of the respondents' age, length of residence, occupation, and Welsh-speaking ability. The subjective aspects of ethnic identification in these groups are explored, including the relationship of the respondents' stated nationality to their place of birth, length of residence, ability to speak Welsh, religious denomination, age, and occupation. Conclusions regarding ethnic identity and language maintenance in these communities to date and in the future are outlined. (MSE)

ED 275 212 FL 016 196

Tran, Bach-Tuyet Pham; And Others
Cross-Cultural Issues in Parent Involvement.
PUB DATE- Jun 86
NOTE- 20p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Elementary Secondary Education; Hispanic Americans; Immigrants; Indochinese; *Literacy Education; *Parent Participation; Parent School Relationship; Program Development; Public Policy; *Sociocultural Patterns; *Tutorial Programs

Four papers address cultural issues related to the involvement of limited-English-proficient parents in public schools in the United States. "Cultural Issues in Indochinese Parent Involvement" (Bach-Tuyet (Pham) Tran) outlines the linguistic, social, and practical barriers to Indochinese immigrant parent involvement and makes suggestions for changing that situation. "Parental Involvement: Building on Overseas Initiatives" (J. Patrick Redding) examines the ways in which U.S. pre-immigration programs are building potential and expectations for participation in the schools among parents. "Cross-Cultural Policy Issues in Minority and Majority Parent Involvement" (Virginia P. Collier) reviews a variety of concerns related to majority and language-minority parent involvement in general, parent advocacy in bilingual education, parents as teachers' aides and on advisory councils, parent leadership training institutes, parent education, and integrated majority-minority parent involvement. "Why Parent Tutors? Cultural Reasons" (Jose Oliva) gives reasons for training Hispanic parents to be tutors for their children, illustrated with experiences from Family English Literacy programs in five New Jersey communities. A response to the presentations by two specialists is also summarized. (MSE)

ED 275 225 HE 019 686

Reauthorization of the Higher Education Act. Nontraditional Students, Volume 3. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jul 85
NOTE- 203p.; Serial No. 99-45. For volumes 4-8 of these hearings, see HE 019 687-691. Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Students; College Students; *Day Care; *Federal Aid; *Federal Legislation; Grants; Hearings; *Higher Education; Low Income Groups; *Nontraditional Students; Position Papers; Public Policy; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 99th; *Higher Education Act 1980; Pell Grant Program; State Student Incentive Grants; Supplemental Educational Opportunity Grants

Hearins on reauthorization of the Higher Education Act of 1965 consider the needs of the nontraditional student in higher education. Consideration is given to ways that student financial aid programs could better serve this student population (i.e., students may be over ages 18 to 22, may be minority group members or immigrants, part-timers, out of high school a while, possibly experienced in the world of work, and not necessarily seeking an educational credential). Recommendations include: increasing maximum awards for Pell grants; providing nontraditional students access first to grants and then to loans; targeting Supplemental Educational Opportunity Grants to students with exceptional financial need; expanding State Student Incentive Grants to provide special aid to adult learners over age 25; expanding the repayment period on student loans; and acknowledging the importance of child care in student grant and loan programs. H.R. 2111, a bill to amend the Higher Education Act of 1965, would increase accessibility for lower-income, nontraditional students by expanding the amount of affordable child care available to low-income college students. The bill would also provide stipends to students studying child care by arranging part-time employment in child care programs. The text of this bill is included. (SW)

ED 275 239 HE 019 739

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Chemistry (General) for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Chemistry; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,788 faculty in the field of general chemistry are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 140 public and 165 private colleges reported on general chemistry faculty salaries, while 151 public and 175 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 18.8% at public colleges and 21.0% at private colleges. The average salary for chemistry faculty was above the average faculty salary in the other 40 disciplines (6% above for public colleges and 8% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 254 HE 019 754

Howe, Richard D.; Antone, Allen
Salary-Trend Study of Faculty in Library & Archival Science for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Archives; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Library Science; Private Colleges; State Colleges; *Teacher Salaries; Trenc Analysis

Average salary increases for 625 faculty in the field of library and archival science are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 40 public and 19 private colleges reported on library and archival science faculty salaries, while 42 public and 18 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 19.7% at public colleges and 19.3% at private colleges. The average salary for library and archival science faculty was below the average faculty salary in the other 40 disciplines (10% below for public colleges and 20% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 269 HE 019 769

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Visual & Performing Arts for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Aesthetic Education; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Theater Arts; Trend Analysis; *Visual Arts

Average salary increases for 2,230 faculty in the field of visual and performing arts are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 78 public colleges and 88 private colleges reported on visual and performing arts faculty salaries, while 42 public and 54 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.0% at public colleges and 20.2% at private colleges. The average salary for faculty in visual and performing arts was below the average faculty salary in the other 40 disciplines (9% below for public colleges and 10% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Sparkes, John J.
On the Design of Effective Distance Teaching Courses.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Conference of the International Council on Distance Education (13th, Melbourne, Australia, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; Cost Effectiveness; *Distance Education; *Educational Media; *Educational Strategies; Higher Education; Individual Needs; *Instructional Design; *Instructional Effectiveness; Media Selection; Teaching Methods
IDENTIFIERS- Tutored Video Instruction

This paper offers pragmatic guidance for designing effective distance education courses, including the need for designers to be aware of their educational aims, and the selection of different media and methods for effective learning. Discussion of a brief taxonomy of types of learning--knowledge, skills, understanding, and attitudes--is followed by descriptions of corresponding educational strategies. Steps in the design of a course are also discussed, including: (1) establishing the type of course being offered (i.e., to what extent it involves students acquiring factual knowledge, concepts and understanding, intellectual skills, manual skills, values, and attitudes); (2) establishing students' prior understanding and skills; (3) choosing an educational style to match the subject matter and type of course (e.g., open learning, didactic, multimedia, practical); and (4) matching the communication media to be used (e.g., print, video, audio, audio-vision, telephone conferencing, computer assisted learning, practical kits, and face-to-face tutorials, including tutored video instruction (TVI). Other criteria to be considered would include selecting appropriate media for courses that involve multiple educational aims, matching subject matter to the individual needs of different students, and the cost-effectiveness of each course in terms of materials and labor costs. A rank ordering of the importance of various teaching elements by Open University (UK) students and estimates of teacher time per student-hour of work are presented in tables. (DJR)

ED 275 309 IR 012 369

Romaniuk, Gene, Ed.
Computers in Schools. A Strategic Planning Symposium (Edmonton, Alberta, Canada, January 29-31, 1986).
Alberta Dept. of Education, Edmonton. Media and Technology Branch.
SPONS. AGENCY- Alberta School Trustees' Association, Edmonton.; Alberta Teachers Association, Edmonton.
PUB DATE- Mar 86
NOTE- 280p.; Also sponsored by the Grande Prairie School District #2357, Alberta.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; Computer Software Reviews; *Computer Uses in Education; Copyrights; *Curriculum Enrichment; *Design Requirements; *Educational Facilities Planning; *Educational Planning; Elementary Secondary Education; Inservice Teacher Education; Instructional Material Evaluation; Local Area Networks; *Microcomputers; Statewide Planning
IDENTIFIERS- *Alberta; Software Evaluation

This report of a symposium for educators in the province of Alberta provides background information on the symposium, a set of six major recommendations made by the participants, reports from the working groups to which participants were assigned; and the text of 12 papers presented at the meeting. The nine chapters of the report document the deliberations of the working groups: (1) Designing and Equipping Instructional Facilities; (2) Software/Courseware Evaluation, Development and Acquisition; (3) Teacher Development; (4) Instructional Networking; (5) Wide-Area Networking; (6) The Integration of Computers into the Elementary Curriculum; (7) The Integration of Computers into the Secondary Curriculum; (8) Administrative Uses of Computers; and (9) The Use of Computers in Business Education. The appendices, which make up the larger part of the report, contain the keynote presentation by David King and 11 other presentations: (1) "Designing and Equipping Instructional Facilities" (John E. Percevault); (2) "Planning and Designing School Computer Facilities" (Walter Hepler); (3) "Software/Courseware Evaluation, Development and Acquisition" (David Wighton); (4) "Legal Aspects of Software/Courseware Acquisition and Use" (Judith Anderson); (5) "Teacher Training: A Preliminary Discussion Paper" (Dale Burnett and Hank Boer); (6) "Instructional Networking in the Classroom" (Milt Petruk); (7) "Wide Area Networking in Alberta Schools" (Rick Bell); (8) "Elementary Computer Education" (Walter Savill); (9) "Computers in Schools, Strategic Planning Newsletter" (David Moursund); (10) "Administrative Uses of Computers" (Ralph Schienbein); and (11) "The Use of Computers in Business Education in Alberta" (Sharon Prather). (DJR)

Lowyck, Joost; De Corte, Erik

Research on Media in Western Europe: A Myth of Sisyphus?

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computers; Computer Simulation; *Educational Media; *Educational Technology; Literature Reviews; *Media Research
IDENTIFIERS- *Europe (West); *Learning Environments; Teaching Experiment

Main trends in media research in Western Europe are identified, with emphasis on three successive stages since 1960: tools technology, systems technology, and reflective technology. Previously, the third stage has not been well elaborated, a statement supported by an analysis of the content and context of European media. A critical appraisal of the present state of the art reveals the lack of a fundamental and theory-based approach in past investigations, which underscores the need for an integration of media studies in current cognitive research on learning and instruction. Work at the University of Leuven serves as an illustration of the growing tendency to design and study educationally relevant and theory-based learning environments that fit into the school curriculum, and in which detailed data are collected on students' learning and problem solving. A six-page bibliography is provided. (KM)

ED 275 352 JC 860 530

Smith, Norman D.
A Survey of Community Leaders in the San Bernardino Community College District.
San Bernardino Community Coll. District, CA. Office of Planning and Research.
PUB DATE- Sep 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; *College Role; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; Educational Needs; *Institutional Mission; Needs Assessment; Questionnaires; Two Year Colleges

In 1984, the San Bernardino Communty College District (SBCCD) conducted a survey of community leaders to assess the impact the colleges in the district had on these people and to determine their opinions on college mission and performance. Prominent individuals in business, communications, government, education, and political offices were asked to name five leaders in their own communities. Surveys were mailed to the 234 nominated leaders, requesting information on personal characteristics; type of association with the district colleges; perceptions of college functions, finances, programs, and services; and recommendations for changes in the SBCCD. Study findings, based on a 52% response rate, included the following: (1) 66% of the respondents had lived and/or worked in the county for more than 15 years; (2) 60% of the respondents had attended classes at one of the district colleges, and 39% had attended non-class activities; (3) the main sources of information about the colleges were family and friends, newspapers, and direct mail; (4) respondents expressed support for a comprehensive community college mission including general education, transfer education, and job/career skills; (5) over 50% of the respondents felt the colleges were "successful" or "very successful" in general education, lifelong learning, transfer education, and job/career education functions; (6) respondents felt the colleges should offer remedial courses; and (7) respondents felt staff salaries should be competitive with the private sector. The study report includes the survey instrument and answers to open-ended questions. (EJV)

ED 275 365 JC 860 554

Southwick, Neal S.
Development of a Curriculum Integrated Library-Use Instructional Model: A Systematic Approach.
PUB DATE- Jun 85
NOTE- 215p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Church Related Colleges; Community Colleges; Course Content; Course Objectives; *Educational Needs; *Genealogy; Learning Modules; *Library Instruction; *Library Skills; Needs Assessment; Questionnaires; *Research Skills; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Ricks College ID

A project was undertaken at Ricks College to develop a systematic library-use instructional model to be integrated into the existing genealogy curriculum. In addition to surveying relevant literature and making appropriate contacts with two- and four-year academic libraries, a needs assessment was conducted, instructional objectives were written, library competencies were determined, student reading material and assignments were developed, and several evaluation instruments were designed. As a result of these efforts, a library instruction unit was developed, covering: (1) an overview of library use for geneological research; (2) a self-guided tour of the learning resources center; (3) the use of library catalogs and the arrangement of library materials; (4) the use of reference materials and reference services; and (5) analysis of a pedigree chart or family group sheet and determination of sources to be used to locate the missing information. The instructional model was implemented in five beginning geneology classes during spring 1985. At the conclusion of the unit, student assignments were given. The mean score on the assignments ranged from a low of 79% on the search strategy assignment to a high of 93% on the reference material assignment. Students who completed the course had more positive attitudes toward libraries than they had before taking the unit and had greater library skills than students who did not take the course. Appendices to the project report contain the survey instruments, guidelines for bibliographic instruction, information on other bibliographic instruction programs, course objectives, and course reading material and student assignments. (EJV)

ED 275 437 PS 016 146

Sander, Louis W.
Twenty-Five Years Later: Some Reflections on Adaptive Issues in Early Infant-Mother Interaction.

PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the World Congress on Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Cognitive Processes; Coordination; Individual Differences; *Infants; Longitudinal Studies; *Models; *Mothers; *Parent Child Relationship; Systems Approach; Young Adults
IDENTIFIERS- Consciousness; *Constructivism; Context Effect; Individuation; Life Span Development; *Paradigm Shifts

Discussion reflects on the notions of the constructionist viewpoint in development, of integration, and of individual uniqueness, by drawing on studies of mother-infant interaction, the development of 24-hour infant state organization and regulation, and life span development. The logic of construction by which an individual shapes his or her long-term developmental trajectory is summarized in five propositions: (1) the infant's initial inner experience consolidates around the experience of his or her own recurrent states; (2) the infant's own states, where coherent, recurrent, desired, or essential to key regulatory coordinations become the primary goals for behavior; (3) infant competence in initiating and organizing self-regulatory behaviors to achieve desired states as goals represents a systems competence which insures a sense of agency in the infant; (4) each infant-caregiver system constructs its own unique configuration of regulatory constraint on the infant's access to awareness of his or her own states, inner experience, and access to options to initiate the organization of schemes of self-regulatory behavior on the basis of the criterion of inner experience; and (5) a continuing differentiation of the individual's competence as agent to reconstruct the array of familiar states under widening and changing contextual circumstances is an ongoing life span process. (RH)

ED 275 494 SE 047 466

Linn, Marcia C.
Establishing a Research Base for Science Education: Challenges, Trends, and Recommendations. Report of a National Conference (Berkeley, California, January 16-19, 1986).
California Univ., Berkeley. Graduate School of Education.; California Univ., Berkeley. Lawrence Hall of Science.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Educational Cooperation; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Interdisciplinary Approach; Mathematics Education; Mathematics Instruction; Piagetian Theory; Science and Society; Science Education; *Science Instruction; *Secondary School Mathematics; *Secondary School Science; Technology
IDENTIFIERS- *Science Education Research

Forty-five educators, mathematicians, scientists, cognitive scientists, and curriculum and technology experts met during January 16-19, 1986, in an attempt to synthesize the current state of knowledge about science education and to recommend actions designed to strengthen the field. This report describes the themes that emerged from the discussions at the conference. Four major recommendations were made by the group that were intended to encourage the development of an integrated research base in education. The recommendations are to: (1) establish centers for collaboration in science and mathematics education; (2) expand opportunities for sharing information and building communication networks; (3) increase the fundamental understanding of science learning and instruction; and (4) strengthen the response of research in science education to real instructional needs. The bibliography includes a selected list of papers written by the participants and a set of review articles. (TW)

Engineering in Society. Engineering Education and Practice in the United States.

National Academy of Sciences - National Research Council, Washington, D.C.

REPORT NO.- ISBN-0-309-03592-9
PUB DATE- 85
NOTE- 143p.; For a related document, see SE 047 484.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Engineering; *Engineering Education; *Engineering Technology; Engineers; Higher Education; Information Technology; Nationalism; Needs Assessment; Professional Occupations; *Science and Society; *Social Influences; Sociocultural Patterns; Stress Variables; *Technological Advancement; Technology; Values
IDENTIFIERS- *Societal Needs

The National Research Council's Panel on Engineering Interactions with Society was formed to examine the functioning of the engineering profession in the context of, and in relation to, American society. This document presents the findings of the panel. The panel's inquiry was twofold. First, it examined the impact that engineering and technology development has had on the nation, including the impact on societal demands, values, and perceptions on engineering. Next, the panel attempted to assess the structure and development of the engineering profession, and the adaptability of the profession in meeting current and future national needs. Chapters in the document deal with: (1) the evolution of American engineering; (2) the present era (managing change in the information age); (3) engineering and social dynamics; (4) maintaining flexibility in an age of stress and rapid change; and (5) conclusions and recommendations. Appendices include 23 references and a 16-item bibliography, along with an article prepared by Arthur L. Donovan, entitled "Engineering in an Increasingly Complex Society: Historical Perspectives on Education, Practice, and Adaptation in American Engineering." (TW)

ED 275 524 SE 047 506

Science. Iowa Developed Energy Activity Sampler, 6-12. Revised.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
PUB DATE- 86
NOTE- 92p.; For a related document, see ED 199 114. Some drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Energy Conservation; *Energy Education; Environmental Education; Interdisciplinary Approach; Learning Activities; Piagetian Theory; *Science Activities; Science and Society; *Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document is one of a series of revised IDEAS booklets, and provides activities for teaching science. The activities are intended to present energy principles in an interesting manner and to develop student skills in acquiring information and making well-informed decisions about energy issues. Each of the 25 activities in this document includes: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed: (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some followup/background information. In some activities the original source of the activity is also given. The focal points of the entire document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 275 379 JC 860 574

Lumb, Richard C.; Alm, Mary
Criminal Justice Curriculum Models.
Western Piedmont Community Coll., Morganton, N.C.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Jul 86
NOTE- 35p.; Developed by the Criminal Justice Curriculum Improvement Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Curriculum; Community Colleges; Criminal Law; *Criminology; *Curriculum Development; Curriculum Guides; *Law Enforcement; *Law Related Education; *Police Education; State Programs; Two Year Colleges
IDENTIFIERS- *North Carolina

This report outlines three new curriculum models for criminal justice developed as part of the North Carolina Community College System's Curriculum Improvement Project (CIP): the "Generalist"; "Generalist-with-Options" for a Law Enforcement Specialty, Corrections Specialty, or Protective Services Specialty; and "Generalist with Basic Law Enforcement Training (BLET) Option." After section I introduces the CIP and the report, section II discusses the CIP concept and its major activities; i.e., surveying faculty opinions about criminal justice curricula, developing curriculum models, and providing professional development opportunities to faculty. Section III presents a chronological review of the process used in developing the curriculum models. This section includes a discussion of the similarities and differences found among the three curriculum models, listing the eleven criminal justice courses found in all three models, an additional five included in two of the three models, and related and general education courses. In addition the unique aspects of the three models are identified. The next sections describe the models, including a mission statement; lists of credit and course requirements; and descriptions of the major, related, elective, general education, and work experience courses required for the program. Section VIII offers guidance for using the curriculum models. Appendices provide information on "Quest for Quality," a report of the Joint Commission on Criminology and Criminal Justice Education and Standards; and a bibliography. (EJV)

ED 275 393 PS 015 953

Engle, Patricia L.
The Intersecting Needs of Working Mothers and Their Young Children:
1980 to 1985.
PUB DATE- 24 Jan 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; Child Development; *Childhood Needs;

*Child Rearing; *Day Care; Developing Nations; Early Childhood Education; *Employed Women; Literature Reviews; *Mothers; Parent Role; Public Policy; Theories
IDENTIFIERS- *Role Satisfaction

The first part of this paper describes three models of child development, each of which recommends an appropriate role to mothers for the proper nurturance of children. It is argued that the Child Survival model, which relegates a mother's role to provision of food and physical care, ignores aspects of psychological development. The Freudian/Learning Theory model leads to the conclusion that if children are not under the exclusive care of their mothers, they will not develop properly. The Maturational model implies that children can develop well with a variety of caretakers, providing good quality care is given. Of the three, the Maturational theory is most supported by research findings. Implications of these three models for working mothers and children are discussed. The second part proposes that maternal role satisfaction is an important variable to consider when the intersecting needs of working mothers and their children are examined. Discussion explores ways in which four factors (attitudes toward economic and family roles, conditions of mothers' work, adequacy of child care, and social opinions/support of family and cultural norms) relate to women's role satisfaction and their children's welfare. Particular attention is given to findings concerning child care and labor force participation in developing countries. Policy recommendations are offered, along with an extensive bibliography. (RH)

Wiseman, Ann Sayre
Nightmare Help: A Guide for Adults Working with Children (Slide Talk).
PUB DATE- Nov 86
NOTE- 6p.; Paper presented at the Annual New England Kindergarten Conference (25th, Cambridge, MA, November 20-22, 1986).
AVAILABLE FROM- Ansayre Press, 284 Huron Avenue, Cambridge, MA 02138 ("Nightmare Help: A Guide for Adults Working with Children," book containing this paper and verbatim dialogues which led to the solutions, $10.00; discount on quantity orders.)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Catharsis; *Emotional Experience; *Freehand Drawing; Guidelines; Interpretive Skills; Intervention; *Problem Solving; *Young Children
IDENTIFIERS- *Dreams; *Night Fears

This slide talk offers advice to adults to help children cope with nightmares. Children are encouraged (1) to assume power over the dream by drawing it; (2) separate the frightened part of the self from the problem-solving self; (3) let the picture describe the problem; (4) ask the picture to speak; (5) see how the dreamer's power matches the enemy's power; (6) ask the enemy why it came and what it wants; (7) state the dreamer's rights to be, feel safe, take space for oneself, and to discuss the fear and the issue; (8) negotiate a solution with the enemy in the dream-drawing that satisfies the dream-self; and (9) ultimately find real solutions. Adults are encouraged not to assume they know the right kind of help for the dreamer and to provide children permission and encouragement to help the victim-self in the picture, encourage the childs' powers of reason, allow the child to realize in his or her own time and way that dreams are also metaphoric life-position statements, stick to the manifest content of the dream, and follow the rule that the young dreamer is always innocent. Adults should realize that working on the literal level is a problem-solving exercise and that the goal is to help the dreamer satisfy the image of the frightened self. Generally, dreams are taken seriously. Additional advice is offered. (RH)

ED 275 539 SE 047 522

Osis, Vicki J.
Water, Water, Everywhere...A Guide to Marine Education in Oregon. Second Revised Edition.
Oregon State Univ., Corvallis. Sea Grant College Program.
PUB DATE- Jan 86
NOTE- 27p.
AVAILABLE FROM- Oregon State Univ. Ext. Sea Grant Program, Hatfield Marine Science Center, Newport, OR ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Experiential Learning; Field Trips; Interdisciplinary Approach; *Marine Education; *Resource Materials; Science Education; Science Materials; *Secondary School Science
IDENTIFIERS- *Oregon

Designed to familiarize Oregon teachers with a variety of marine education materials, this guide offers suggestions and information for accessing marine education resources. Contents include: (1) project description; (2) marine education and goal-based instruction (explaining how to infuse marine education into existing courses); (3) marine education materials (providing listings of materials for grades K-6 and 7-12, reference books, Oregon State University (OSU) materials, California and Washington publications, newsletters and journals, organizations, audio-visual sources, Oregon river and stream materials, and OSU extension marine agents and specialists); (4) marine education field sites (providing names, addresses, and brief descriptions of sites); (5) safety considerations and field trip guidelines; and (6) checklist of resources (identifying potential resources by major topic areas). (ML)

ED 275 569 SO 017 313

Glasrud, Clarence A., Ed.
A Heritage Fulfilled: German Americans = Die Erfullte Herkunft.
Concordia Coll., Moorhead, Minn.
SPONS. AGENCY- Minnesota Humanities Commission, St. Paul.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 84
NOTE- 241p.; Papers presented at the conference entitled "A Heritage Fulfilled: German Americans" (Minneapolis, MN, September 29, 1983). Some photographs may not reproduce well.
AVAILABLE FROM- International Language Villages, Concordia College, Moorhead, MN 56560 (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060) Reports - General (140)
DESCRIPTORS- *Cultural Background; *Ethnic Groups; *Ethnicity; Foreign Countries; Global Approach; Higher Education; *Immigrants; International Relations; Resource Materials; Secondary Education
IDENTIFIERS- *Minnesota; *West Germany

Different aspects of German-American heritage in Minnesota are highlighted in this collection of conference papers and photographs. The articles included are: "The German Contribution to the Discovery, Exploration and Early Settlement of the Americas" (H. Galinsky); "Three Literary Aspects of the German in America: Immigrant, Homeland, and American Views" (H. Galinsky); "The German Language Press in Minnesota" (G. H. Weiss); "Der Wanderer of St. Paul: An Overview of the First Years" (J. Kulas); "German-American Banking in Minnesota" (L. J. Rippley); "Minnesota's Germans and the Civil War" (J. C. Wolkerstorfer); "German Clubs and Social Organizations" (P. A. Schons); "Greetings from the Federal Republic of Germany: An Overview" (O. von Siegfried); "The Development of a German-American Priesthood: The Benedictines and St. Paul Diocesan Clergy, 1851-1930" (D. P. O'Neill); "German Lutherans in Minnesota: 1845-1910" (K. J. Fink); "German Jews in Minnesota: 1845-1910" (M. J. Chiat and C. Proshan); "German Language Experience: Die Wandertour" (N. Benzel); "Mathilda Tolksdorf and Daniel Shillock: A German-American Frontier Family Experience" (J. C. Massmann); "The Challenges of German Genealogical Research" (F. S. Dearden); and "German Immigration to the United States as a Social Protest" (G. Moltmann). The work concludes with an index and photo index. (APG)

ED 275 283 HE 019 801

Barrett, Eve M.
Mature Age Unmatriculated Students. Final Report. A Look at Graduation Rates and Subsequent Employment. Research & Development Paper No. 65.
New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
REPORT NO.- ISBN-909528-37-3
PUB DATE- Jun 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Admission Criteria; *Adult Students; *College Graduates; *College Students; Education Work Relationship; *Employment Experience; Foreign Countries; Graduate Surveys; Higher Education; *Nontraditional Students; Vocational Followup
IDENTIFIERS- *University of New South Wales (Australia)

Graduation rates of mature age unmatriculated students who were admitted to the University of New South Wales were studied, along with employment outcomes for graduates. The study focused on the first five cohorts of special admissions students (1975-1979). The graduation rate of special admission mature age students compared favorably with that of students enrolling under normal provisions. Mature age special admission students performed as well as their younger peers, and some graduates have been very successful. The special admission scheme for mature age unmatriculated students was initiated in 1975, and the age of eligibility was set at 25, although it was later changed to 23. In 1985, a survey questioned graduates about their employment and their experiences both at the university and in seeking employment. Eighty percent of the sample were employed; only 3% were unemployed. Graduates generally had made considerable movement up the occupational scale, although a number of women were still employed at the clerical level. Additional survey findings are presented, including information on student characteristics; sources of support during college; reasons for college attendance; employment status before, during, and after college; and satisfaction with current job. (SW)

Williams, Joan Frye, Ed.
Online Catalog Screen Displays. A Series of Discussions. Report of a Conference Sponsored by the Council on Library Resources (Austin, Texas, March 10-13, 1985).
Council on Library Resources, Inc., Washington, D.C.

PUB DATE- Jun 86
NOTE- 223p.; A product of the Bibliographic Service Development Program.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Design Requirements; *Display Systems; Evaluation Criteria; Human Factors Engineering; Information Retrieval; Man Machine Systems; *Online Catalogs; *Screens (Displays); User Satisfaction (Information)
IDENTIFIERS- *Visual Displays; Visual Representation

Papers presented and summaries of discussions at a 3-day conference which focused on screen displays for online catalogs are included in this report. Papers presented were: (1) "Suggested Guidelines for Screen Layouts and Design of Online Catalogs" (Joseph R. Matthews); (2) "Displays in Database Search Systems" (Fran Spigai); (3) "Critique of Online Display Screens" (Kent Norman); (4) "Online Catalog Screen Displays: A Human Factors Critique" (Christine L. Borgman); (5) "Bit Mapped Displays and Online Catalogs" (Alan Kay); and (6) "Conference Summary" (Joan Frye Williams). Several graphic illustrations accompany the text, and references are provided for four papers. Audience discussion is recorded following two reports, discussion group reports are presented, and final comments of conference participants are noted. A glossary, meeting agenda, and list of participants are appended. (KM)

ED 275 407 PS 016 105

Roberson, Glenda F.
Aerospace Education: How Children Learn.
PUB DATE- 85
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aerospace Education; Cognitive Development; Curiosity; *Curriculum Development; Elementary Education; *Holistic Approach; Integrated Curriculum; Learning Experience; Piagetian Theory; *Teacher Role; *Teaching Methods
IDENTIFIERS- Thinking Skills

Ways children learn are described and related to aerospace education. Discussion focuses on (1) providing activities on the child's level of understanding; (2) considering the whole child; (3) stimulating curiosity; (4) encouraging thinking; (5) presenting varied experiences; and (6) integrating curriculum areas in each learning activity. Ideas presented are intended to serve as a springboard for educators to investigate more deeply theories behind the ways children learn. (RH)

handbook on child development focuses on the first 2 years of life. Contents include discussions on (1) basic developmental principles; (2) physical development; (3) cognitive development and language acquisition; (4) personality development, temperament, attachment, and bonding; (5) social development and the development of social limits; and (6) major changes in physical, cognitive, language, personality, and social development. Concluding sections describe activities likely to further the development of infants and toddlers. (RH)

ED 275 453 PS 016 170

Crist, Mary Jo; And Others
Kitchen Magic: A Nutrition and Cooking Activities Handbook.
CAPE Center, Inc., Dallas, TX.
PUB DATE- 86
NOTE- 55p.; For other handbooks in this series, see PS 016 168-172.
AVAILABLE FROM- The C.A.P.E. Center, Inc., 5924 Royal Lane, Suite 216, Dallas, Texas 75230 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooking Instruction; *Learning Activities; *Nutrition; Safety; *Young Children
IDENTIFIERS- Recipes (Food)

This handbook on nutrition and cooking is one of a series written especially for parents and other caregivers. Contents include: (1) the importance of nutrition, (2) the four basic food groups in terms of serving size, menu planning, and major nutrients, (3) ways to build healthy attitudes toward food, (4) unsafe foods which have the potential to cause choking and allergies, (5) a contrast of nutritional snacks with junk food, (6) ways to involve children in activities in the kitchen that are fun, (7) skills children can acquire in the kitchen, and (8) recipes and suggested activities. A brief, selected bibliography is included. (RH)

Couto, Richard A.
Fair Starts for Children. An Assessment of Rural Poverty and Maternal and Infant Health.
Vanderbilt Univ., Nashville, TN. Center for Health Services.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Jun 85
NOTE- 175p.; Research also sponsored by the James C. Penney Foundation.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Breastfeeding; Child Development; Economically Disadvantaged; Family Planning; Females; *Health Education; *Health Needs; Health Programs; *Infants; *Low Income Groups; *Mothers; Outreach Programs; Poverty; Pregnancy; *Rural Areas
IDENTIFIERS- Kentucky; Maternal Infant Health Outreach Worker Program TN; Prenatal Care; Tennessee; West Virginia

The Maternal and Infant Health Outreach Worker Program (MIHOW) of Vanderbilt University's Center for Health Services gathered data on family planning, prenatal care, pregnancy outcomes, breastfeeding, and preventive child health care from 60 women in 6 rural, low income communities in Tennessee, Kentucky, and West Virginia. The resulting baseline was used to compare MIHOW program effectiveness, and to examine characteristics of women in poverty and how their poverty impacts maternal and infant health and health practices. The survey related measures of health care, status, and practices to resources, information, and access to care. Intermediate measures included adequacy of income to provide food at all times, type of support, sources of knowledge, and availability of transportation. Findings suggested resources for low income women and children were too low and that community-based home visitor programs were appropriate to provide additional resources. The survey found birth weights, contraceptive use, prenatal care, and breastfeeding all below national averages. Female-headed households, nonemployment income sources, age, and race were significant determining factors. Discussion of survey results contains 29 tables; survey data keyed to each table form the appendix. A map locates MIHOW survey communities. (LFL)

ED 275 555 SE 047 544

Layton, Edwin T., Jr.
The Revolt of the Engineers. Social Responsibility and the American Engineering Profession.
REPORT NO.- ISBN-0-8018-3286-1
PUB DATE- 86
NOTE- 307p.
AVAILABLE FROM- Johns Hopkins University Press, 701 W. 40th St., Baltimore, MD 21211 ($29.50 hard cover, $9.95 paperback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Business; Civil Engineering; *Engineering; Engineering Education; Engineering Technology; *Engineers; *Ethics; History; Ideology; Professional Occupations; *Science and Society; *Science History; Scientific Attitudes; Social History; *Social Responsibility; Sociocultural Patterns
IDENTIFIERS- Professionalism

In examining the history of American engineering, this book emphasizes professionalism, social responsibility, and ethics. It explains how some engineers have attempted to express a concern for the social effects of technology and to forge codes of ethics which could articulate the profession's fundamental obligation to the public. The document's major sections address: (1) the engineer and business; (2) the evolution of the profession; (3) the ideology of engineering; (4) the politics of status; (5) the revolt of the civil engineers; (6) measuring the unmeasurable (scientific management and reform); (7) the engineer as reformer (Morris L. Cooke); (8) the engineering method personified (Herbert Hoover and the Federated American Engineering Societies); (9) the return to normalcy (1921-1929); and (10) the depression and the New Deal (the engineers ideology in decline). An epilogue entitled "The Rise of Scientific Professionalism" is followed by a bibliographic essay listing primary and secondary sources, and an index. (TW)

ED 275 181 FL 016 123

Richards, Tom
Some Neglected Vocabulary Needs of ESL Students.
PUB DATE- 84
NOTE- 11p.
AVAILABLE FROM- Minnesota Teachers of English to Speakers of Other Languages, 116 Klaeber Court, 16th Avenue SE, University of Minnesota, Minneapolis, MN 55455 ($5.00; entire issue only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communication Problems; *Communicative Competence (Languages); Educational Needs; *English (Second Language); Relevance (Education); Second Language Instruction; *Vocabulary Development; *Vocabulary Skills

While an extensive vocabulary in English as a second language (ESL) is important for effective communication, quantity of vocabulary alone does not guarantee effectiveness. Vocabulary quality, as contrasted with quantity, can make a great difference in the extent to which one can successfully participate in a community of native English speakers. Some commonly neglected vocabulary needs of ESL students include: ways of expressing meaning other than through precise lexical items, such as defining vocabulary and phrases to circumvent exact words, and the use of near synonyms; skills in exploiting lexical patterning, or the ways in which lexical items are related as in synonyms, antonyms, and homonyms; and knowledge of how to inform the speaker when and why the student does not understand, and to have something explained or repeated. Exercises can be developed to fill each of these needs and to enable ESL students to interact with native speakers with greater ease, confidence, and success. (MSE)

ED 275 198 FL 016 145

Withers, Charles W. J.
The Decline of Gaelic in Northern Scotland, 1698-1901. Discussion Papers in Geolinguistics 7.
North Staffordshire Polytechnic (England). Dept. of Geography and Sociology.
PUB DATE- 82
NOTE- 36p.; Portions contain broken type.
AVAILABLE FROM- C. Williams, Dept. of Geography, North Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, England (US $2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Bilingualism; *Demography; *Diachronic Linguistics; English; Foreign Countries; *Geography; Language Dominance; *Language Role; *Language Usage; Linguistic Borrowing; Monolingualism; Social Change
IDENTIFIERS- *Gaelic (Scottish); *Geolinguistics; Scotland

This study examines the changing patterns of usage of Scottish Gaelic and English in the northern Scottish counties of Sutherland and Caithness during the period 1698-1901. The study explores the way these patterns resulted from processes found in different social situations. It is concluded that although the shift from Gaelic to English was not felt with the same impact everywhere, it probably followed a number of stages: (1) an increased use of English words or idioms within Gaelic; (2) an associated decline in the purity of Gaelic used; (3) an increased interest in acquiring and using English; and (4) differential language use among generations, social classes, and domains of usage. It is suggested that while the decline of Gaelic may have been apparent through geographical retreat of the language border, it was more determined by the widespread substitution of English for Gaelic as the daily language. Twenty-eight references and a six-page bibliography are included. (MSE)

ED 275 213 FL 016 197

Garate, Dama; And Others
Involving LEP Parents.
PUB DATE- Jun 86
NOTE- 8p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; Immigrants; *Limited English Speaking; *Literacy Education; *Parent Participation; Parent School Relationship; Refugees; *School Community Relationship; *Sociocultural Patterns
IDENTIFIERS- Arlington Public Schools VA; Portland Public Schools ME; Seattle Public Schools WA

Four community liaisons for public school programs for limited-English-proficient (LEP) populations discuss briefly aspects of parent involvement. Dama Garate describes the populations served by the Trinity-Arlington Project in the Arlington (Virginia) Public Schools and suggests issues to be considered in parent involvement efforts. Pirun Sen of the Portland (Maine) Public Schools focuses on the kinds of parent involvement and parent contact that have been used there and the problems that have arisen. Hiep Tran Thien and N. D. Duong of the Seattle (Washington) Public Schools look at cross-cultural issues in parent involvement and suggest techniques and strategies to get parents involved. Vilay Chaleunrath outlines major barriers to parent participation and recommends activities for drawing parents into a partnership with the schools. The summary of a response by two specialists is also included. (MSE)

ED 275 226 HE 019 687

Reauthorization of the Higher Education Act, Title IV General Provisions/Needs Analysis, Volume 4. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (July 17, August 1, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Aug 85

NOTE- 654p.; Serial No. 99-46. For volumes 3-8 of these hearings, see HE 019 686-691. Document contains small type.

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; Definitions; Eligibility; *Farmers; Federal Aid; *Federal Legislation; Hearings; *Higher Education; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; Position Papers; Public Policy; Self Supporting Students; *Student Financial Aid

IDENTIFIERS- Congress 99th; *Higher Education Act Title IV; Pell Grant Program

Hearings on reauthorization of the Higher Education Act of 1965 focus on the needs analysis system for student aid programs. One proposal recommends restructuring the Pell Grant Program to target its support on low-income students and to make it more sensitive to the costs of different types of colleges. Recommendations include: implementing a single needs analysis system for federal student aid programs; adopting a master calendar for the delivery of federal student aid to insure adequate notification and timely delivery of aid; limiting the number of years that a student may receive a grant to assure students are making satisfactory progress toward completing their studies, and redefining what constitutes independent students so that independent students who have dependents are treated fairly. It is noted that an increasing number of college students from farm families are found ineligible for Pell Grants because the needs analysis system does not acknowledge that unearned income is already obligated to retiring debt or meeting tax liability. To address this problem, H.R. 2481 would amend the Higher Education Act to provide fair treatment in computing family contributions in college student aid for students affected by the sale or forfeiture of family farm assets. Supplementary materials include reports of national associations. (SW)

ED 275 240 HE 019 740

Howe, Richard D.; Reighard, Patton B.
Salary-Trend Study of Faculty in Communication Technologies for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 16p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Programs; Departments; *Educational Technology; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; *Telecommunications; Trend Analysis

Average salary increases for 293 faculty in the field of communication technologies are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 21 public and 20 private colleges reported on communication technologies faculty salaries, while 17 public and 17 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.9% at public colleges and 12.7% at private colleges. The average salary for faculty in communication technologies was below the average faculty salary in the other 40 disciplines (7% below for public colleges and 10% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating

institutions are listed. (SW)

ED 275 255 HE 019 755

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Life Sciences for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Biological Sciences; College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 5,464 faculty in the field of life sciences are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 140 public and 138 private colleges reported on life sciences faculty salaries, while 155 public and 161 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.7% at public colleges and 24.8% at private colleges. For both public and private colleges, the average salary for life sciences faculty was 3% above the average faculty salary in the other 40 disciplines. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 270 HE 019 786

Welzenbach, Lanora, Ed.; And Others
Sexual Harassment: Issues and Answers. A Guide for: Education, Business, Industry.
College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-74-4
PUB DATE- 86
NOTE- 44p.; For an earlier publication by CUPA, see ED 226 619.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036-1250 ($22.00, nonmembers, $14.00, members; $1.25 handling charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; Business; Check Lists; *College Environment; College Students; *Court Litigation; *Employer Employee Relationship; Federal Government; Grievance Procedures; Higher Education; Industry; Models; Peer Relationship; *Personnel Policy; Policy Formation; Questionnaires; *Sexual Harassment; Sexuality; *Teacher Student Relationship

Legal issues concerning sexual harassment are examined, and advice regarding policies and procedures are offered as an update to a publication released by the College and University Personnel Association (CUPA) in 1981. Training methods and programs and special policy considerations for higher education are also covered. Of major concern is sexual harassment by supervisors and by coworkers in the workplace or by faculty members of students and by students of other students on campus. The institution remains responsible for establishing an harassment-free environment. In developing a policy to prevent sexual harassment, important issues are the degree of specificity of definitions and situations and the question of consenting sexual relationships between student and faculty and/or employee and supervisor. Appendices include: Equal Employment Opportunity Commission Guidelines on Discrimination Because of Sex; a list of sexual harassment court cases; sample policies on sexual harassment from higher education, business, industry, and the federal government; a complaint or grievance form; a sexual harassment investigation checklist for managers; a model questionnaire on sexual harassment; actions recommended for alleged victims of sexual harassment; descriptive information on 15 films; and an updated 5-page bibliography of resources and articles on sexual harassment.

ED 275 324 IR 051 664

Zweizig, Douglas L.; And Others
Output Measures for Children's Services in Wisconsin Public Libraries: A Pilot Project--1984-85.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 30 Jun 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Library Services; Library Statistics; *Measurement Techniques; Pilot Projects; *Public Libraries; *Self Evaluation (Groups); Statistical Analysis; Statistical Surveys
IDENTIFIERS- *Childrens Library Services; *Output Measures for Public Libraries

The result of a pilot study funded by the Library Services and Construction Act (LSCA), this document is both a report of a test of adaptations of "Output Measures for Public Libraries" for the measurement of children's services in Wisconsin public libraries, and a manual for children's librarians to use for future data collection. The material is intended to supplement "Output Measures for Public Libraries: A Manual of Standardized Procedures" (Zweizig and Rodger, 1982), and the numbers of the measures and page number references refer to that document. Measurement issues and sample sizes are discussed, and a three-phase pattern for gathering information is provided. Reports are then presented on the following measures used in this project: (1) Measure 1--Juvenile Circulation per Juvenile Capita; (2) Measure 2--In-Library Use of Juvenile Library Materials per Juvenile Capita; (3) Measure 3--Juvenile Library Visits per Juvenile Capita; (4) Measure 4--Annual Juvenile Program Attendance per Juvenile Capita; (5) Measure 6--Reference Fill Rate for Juveniles; (6) Measure 10--Library Registration of Juveniles as a Percentage of Juvenile Population; and (7) Measure 11--Turnover Rate of Juvenile Materials. Samples of forms used in the study are provided, including summary sheets for recording data on elements and output measures, and for reporting the collection experience. Additional data are summarized in three tables. (KM)

ED 275 353 JC 860 531

Annual Report to the Governor, 1985-1986.
Arizona State Board of Directors for Community Colleges, Phoenix.
PUB DATE- 86
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Rate; Enrollment Trends; Financial Support; Part Time Faculty; Personnel Data; School Districts; School District Spending; School Personnel; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *Arizona

This five-part annual report provides information on the Arizona State Board of Directors for Community Colleges; the state's community college districts; college finances and enrollments; and vocational education. Section I presents the Board's statement of philosophy, delineates general and certification fund expenditures, and indicates the number of teaching certificates issued. Section II contains a directory of Arizona's community colleges, campuses, and skill centers and provides information on certified and non-teaching personnel. Section III presents financial data, including information on revenues and expenditures; general and plant fund income; assessed valuation data and college tax rates; general fund current operating expenditures by functional and object classifications; analysis of student aid income; cost and income factors; short-term, open-entry/open-exit and vocational full-time student equivalents; a history of state aid to community colleges; and a summary of plant investment and debt retirement. Section IV provides enrollment data, displaying age, ethnicity, residency, and gender characteristics of full- and part-time students. In addition, this section provides statistics on types of students, degrees and certificates awarded, credit hours enrolled, off-campus programs, and non-credit programs. Section V focuses on vocational education in the community colleges, describes new and special projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (LAL)

ED 275 366 JC 860 555

Hutchins, Sally, Ed.
Trustee Quarterly; Volume 10, Numbers 1-4, 1985-86.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; *Board Administrator Relationship; *College Administration; College Role; *Community Colleges; *Governing Boards; Higher Education; Politics of Education; *Trustees; Two Year Colleges

These four issues of "ACCT Trustee Quarterly" contain articles on topics of current concern to community college trustees. The first issue contains articles on strategic long-range planning, successful chairman of the board techniques, linkages between community colleges and business and industry, board/president relations, performance appraisals of presidents, special interest board members, and board retreats. Articles in the second issue focus on actual and desired roles of trustees of the North Carolina community college system, collaboration with government and private agencies and special interest groups, board-president relations, budget issues and the reauthorization of the Higher Education Act, board retreats, merit pay and faculty evaluation, minority trustee perspectives, and the new "critical thinking" movement. The third issue covers international education; cooperation among secondary, two-year, and four-year institutions; a case study of Prairie State College's use of Association of Community College Trustees' (ACCT's) Interim President Service and Chief Executive Search Service; educational quality; the role of community and technical colleges in the future of the southern United States; role perceptions of Pennsylvania community college trustees; and the history of worker education. Finally, the fourth issue presents articles on coping with change, public-private cooperation in providing student housing, curriculum offerings, employment rights and working conditions, the increased influence of women on community college boards, and trustee-president relations. (LAL)

ED 275 467 RC 015 948

Flanagan, Kathleen R.; Trueblood, Cecil R.
Designing Effective Rural School Staff Development Programs.
PUB DATE- Oct 86
NOTE- 19p.; Paper presented at the National Rural Education Association Conference (78th, Little Rock, AR, October 8-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *College School Cooperation; Cooperative Programs; Elementary Secondary Education; *Faculty Development; Higher Education; Individual Development; *Inservice Teacher Education; Principals; *Program Design; Program Effectiveness; *Program Implementation; *Rural Education; Rural Schools; School Districts; Teacher Characteristics; Teacher Role; Teamwork
IDENTIFIERS- Keystone Central School District PA; Pennsylvania

Based on research studies of effective staff development and rural education, the Inservice Leadership Team (ILT) was designed to identify key teachers in school buildings, team them with principals and central office staff, and train the team to design, deliver, and evaluate staff development at the school level. Rural Pennsylvania school staff, district administrators, and Pennsylvania State University faculty collaborated on the project. Team members received training over a 6 month period in competencies such as goal setting, needs assessment, and change process. Rural school faculty was divided into staff development teams of six to eight teachers with an ILT member serving as advisor and guiding each faculty member through development of a personal/professional growth plan for the school year. Once teachers selected their inservice education topics, learning resource teams were formed by those teachers with common professional growth goals. Program evaluations indicated that 85% of the teachers implemented a new practice in their classrooms within 12 months of initiation of the ILT model of staff development. In addition, teachers' attitudes toward inservice education became more positive, relations between the school and the central office improved, and a high level of trust developed among rural teachers, administrators, and university faculty. (JHZ)

ED 275 495   SE 047 467

Adams, John H.; And Others
An Environmental Agenda for the Future.
REPORT NO.- ISBN-0-933280-29-7
PUB DATE- 85
NOTE- 157p.
AVAILABLE FROM- Island Press, 1718 Connecticut Avenue, N.W., Washington, DC 20009 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Air Pollution; *Conservation (Environment); Cooperative Planning; Ecology; Energy Conservation; Environment; *Environmental Education; Environmental Influences; *Futures (of Society); Hazardous Materials; International Cooperation; Land Use; Long Range Planning; *Natural Resources; Nuclear Technology; Physical Environment; Pollution; Population Growth; *Quality of Life; *Science and Society; Trend Analysis; Urban Environment; Water Resources; Wildlife
IDENTIFIERS- *Environmental Issues

Early in 1981 the chief executives of ten major environmental and conservation organizations began meeting for the purpose of enhancing the effectiveness of their organizations in helping to protect the nation's environmental quality. This agenda represents 4 years of work by these and other individuals, and it attempts to collectively reflect the thoughts and concerns of various experts called upon by the core group. It also drew on ideas generated at nine regional conferences held around the nation during that same time period. The Environmental Agenda for the Future is organized around 11 major subject areas. These include: (1) nuclear issues; (2) human population growth; (3) energy strategies; (4) water resources; (5) toxics and pollution control; (6) wild living resources; (7) private lands and agriculture; (8) protected land systems; (9) public lands; (10) urban environments; and (11) international responsibilities. An introductory chapter presents a summation of the expected environmental problems of the future, a discussion of the link between environmental factors and the economy, and some anticipated benefits of managing our natural resources and providing environmental protection. A seven-page bibliography provides some recommended resources for each of the 11 areas addressed in the report. (TW)

ED 275 510 SE 047 486

Research Briefings 1986. For the Office of Science and Technology Policy, the National Science Foundation, and Selected Federal Departments and Agencies.

National Academy of Sciences, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03689-5
PUB DATE- 86
NOTE- 70p.
GRANT- NSF-LDA8501382
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Atomic Structure; *Biology; Chemical Bonding; *Chemistry; *Decision Making; Disease Control; Engineering; *Engineering Technology; Government Publications; Heuristics; *Problem Solving; Research Needs; Science and Society; Structural Analysis (Science); *Technological Advancement
IDENTIFIERS- *Biotechnology; Proteins; Viruses

This is part of a series on selected areas of science and technology prepared by the Committee on Science, Engineering, and Public Policy, at the request of the Science Advisor to the President of the United States. This volume includes four individual reports. The first is the report of the "Research Briefing Panel on Science of Interfaces and Thin Films." It discusses the recent tools and techniques that have become available for dealing with the scientific problems of buried interfaces (the junction of two different substances or two phases of the same substance). The second report comes from the panel dealing with decision making and problem solving, presenting several theories and research opportunities in those areas. The third panel's report deals with protein structure and biological function, citing recent advances in knowledge in those areas, including technological advances, and recommendations for future research. The last report in this document has to do with the prevention and treatment of viral diseases. Recent advances in molecular virology are discussed, along with specific strategies for preventing viral diseases. (TW)

ED 275 525 SE 047 507

Social Studies. Iowa Developed Energy Activity Sampler, 6-12. Revised.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.

PUB DATE- 86

NOTE- 120p.; For a related document, see ED 199 115. Some drawings may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Energy Conservation; *Energy Education; Environmental Education; Interdisciplinary Approach; *Learning Activities; Piagetian Theory; *Science and Society; Science Education; Secondary Education; *Secondary School Curriculum; *Social Studies; State Curriculum Guides; Technology

IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document provides activities for teachers to use with students in teaching social studies. The activities are intended to demonstrate the impact of energy technology on today's society. Each of the 39 activities in this guide includes: (1) the subject area for which the activity was intended; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s); (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. The focal points of the document as a whole are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 275 296 IR 012 352

Dodds, Tony; Inquai, Solomon
Education in Exile: The Educational Needs of Refugees. IEC Broadsheets on Distance Learning No. 20.
International Extension Coll., Cambridge (England).
REPORT NO.- ISBN-0-903632-32-2
PUB DATE- 83
NOTE- 107p.
AVAILABLE FROM- International Extension College, Office D, Dales Brewery, Gwydir Street, Cambridge CB1 2LJ England (7.50 British pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Developing Nations; *Distance Education; Interviews; Pilot Projects; *Refugees; Surveys; Teaching Methods
IDENTIFIERS- International Extension College (England)

This report presents findings confirming the crucial role of education in enabling refugees to contribute actively to their own relief, and suggests ways in which appropriate education can be provided. The introduction reviews the history of the International Extension College (IEC), which exists to provide information and advice on distance teaching in third world countries, and the various projects IEC has been involved in since its inception in 1971. Findings and conclusions reported here are limited to eastern and southern Africa and Central America. Each case study presented is based on visits to the refugee communities, discussions with approximately 1,200 refugees in nine countries and various agencies working with them, and social surveys of a sample of their population. The experience of pilot projects using distance teaching methods in three of the communities studied is reflected in the studies and conclusions, even though conclusions from these projects are still tentative. Part I is a general introduction which reviews the history of international refugee movements, the legal status of refugees, and patterns of education provisions. Descriptive information from the nine case studies conducted are presented in Part II. Part III presents general conclusions about educational needs and the possibilities of provisions to meet these needs. Proposals for what can be done to extend educational services to refugees are presented in Part IV. The appendix contains interview samples. (DJR)

ED 275 310 IR 012 370

Enoch, Yael
Distance Education toward Academic Degrees: Everyman's University in Israel.
PUB DATE- Aug 85
NOTE- 8p.; Paper presented at a Conference of the Higher Education Research and Development Society of Australasia (Auckland, New Zealand, August 1985). Zealand, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Course Organization; Courses; *Cultural Differences; *Distance Education; Foreign Countries; Higher Education; Instructional Development; *Instructional Materials; Tutorial Programs
IDENTIFIERS- *Everymans University (Israel)

Everyman's University (EU) in Israel acts as a social safety valve by providing an avenue for education to students who are unable to attend conventional universities; however, the heterogeneity of EU's student population creates many problems for course developers and coordinators. Differing from other Israeli universities, EU operates by distance teaching and has an open admission policy. Students are made up of those who, although qualified academically, are prevented from attending the conventional universities either because of structural difficulties or cultural barriers, as well as those who do not meet the formal education requirements for university entrance. The programs in math and science have very strict requirements, however, and 150 academic courses offered cover a wide spectrum of disciplines. EU course developers invest much ingenuity and many resources in coping with the learning difficulties of weaker students in these areas without lowering the academic standards of the courses. All lecture material must be submitted for review by colleagues and experts for linguistic and pedagogical soundness of material. Many of the courses are multi-media with written study units making up the core. In addition, every student is assigned to a tutorial group, and students may also confer with course coordinators by phone or letter. More extensive tutoring is also available for students who were attracted to the university mainly because of its open admission policy. Special effort goes into the development of introductory courses to familiarize students with concepts or theories particular to a course and to provide them with "model answers" in order to explain phenomena being discussed; assignments require the application of newly acquired knowledge to events not covered in course material. Guidance counselors are also available to aid new students in overcoming some of the difficulties of coping with courses. (DRJ)

ED 275 339 IR 051 687

Shores, Cecelia; And Others
The Center for Research Libraries. Preservation Planning Program Study Report. One of a Series of Self-Studies.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 29 Aug 86
NOTE- 47p.; For additonal reports in this series, see ED 274 372-374 and ED 267 808-809. Some tables contain light, broken type.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., Washington, DC 20036 ($10.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; Books; Budgets; Facility Planning; Financial Needs; *Library Materials; Library Planning; Long Range Planning; *Microforms; *Preservation; Repair; Research Methodology; Self Evaluation (Groups)
IDENTIFIERS- Book Restoration; Center for Research Libraries IL

This is the final report of an 8-month-long project undertaken in February 1985 to study existing preservation activities within Chicago's Center for Research Libraries (CRL) compare local practices with programs in similar organizations, and make recommendations for an effective preservation program to be instituted. The background and methodology of the study are discussed; general findings of the five study task forces are presented; a preservation program concentrating on the components of disaster preparedness, educational resources, environmental control, conversion to/replacement by microform, conservation, and management is proposed; implementation options are discussed; and three prioritized 5-year plans are presented for funding the study team's recommendations. Appended is the report of the Task Force on the Condition of the Collections Preservation Planning Program. (KM)

ED 275 380 JC 860 575

Eisenberg, Diane U., Ed.; Gollattscheck, James F., Ed.
The Future of Humanities Education at Community, Technical, and Junior Colleges. AACJC Issues Series No. 5.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-87117-165-1
PUB DATE- 86
NOTE- 90p.
AVAILABLE FROM- AACJC Publication Sales, 80 South Early St., Alexandria, VA 22304 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Community Colleges; Educational Policy; Futures (of Society); *Humanities; *Humanities Instruction; Liberal Arts; Position Papers; Professional Associations; Relevance (Education); Technical Institutes; *Two Year Colleges

In 1985, the American Association of Community and Junior Colleges (AACJC) called together a group of two-year college leaders with a strong commitment to the humanities to explore issues and formulate a humanities policy statement for the AACJC. This monograph provides the resulting policy statement, as well as papers developed to stimulate interest in and encourage the continued study of the humanities in the two-year college. Following a preface by Dale Parnell describing the objectives and outcomes of the roundtable, Judith S. Eaton provides an introductory overview of the topic of humanities instruction in community colleges. The policy statement, "The Study of the Humanities in Community, Technical, and Junior Colleges," as adopted by the AACJC Board of Directors on April 12, 1986, is presented next. The next paper, "Staking a Claim to the Future: Humanities Studies in our Community Colleges," by Tziporah Kasachkoff and Joshua L. Smith, offers a critique of William Bennett's 1984 report, "To Reclaim a Legacy: A Report on the Humanities in Higher Education." Responses to the Humanities Policy Statement are offered by Arthur M. Cohen and Florence B. Brawer in "The Humanities Revisited," which compares the 1985 recommendations with those of AACJC's 1979 Assembly on Strengthening the Humanities; and by W. J. Megginson in "A Reaction from the Community College Humanities Association." The final paper, "Kirkwood Community College: A Humanities Case Study," by Rhonda Kekke and Terry Moran describes the college's efforts to integrate the study of humanities into its varied curricula. A listing of roundtable participants is included. (LAL)

Microcomputers, Education, and Children. Proceedings of the National Conference (Nashville, Tennessee, September 24-28, 1984).

Tennessee State Univ., Nashville. Center for Training and Technical Assistance.

SPONS. AGENCY- Tennessee State Univ., Nashville. Business, Youngsters, Technology, and Education Consortium.
PUB DATE- Sep 84
NOTE- 76p.; Printed on colored paper.
AVAILABLE FROM- Center for Training and Technical Assistance, Tennessee State University, 10th and Charlotte Avenue, Nashville, TN 37203 ($28.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Basic Skills; Children; Classroom Design; Computer Assisted Instruction; *Computer Uses in Education; Creativity; Critical Thinking; *Curriculum Development; *Educational Improvement; Elementary Education; Elementary School Students; Instructional Materials; Keyboarding (Data Entry); *Microcomputers; Physical Disabilities; Purchasing; Study Skills
IDENTIFIERS- Computer Camps; *Logo Programing Language; Microworlds

The topics of the 17 papers included in this proceedings are: (1) enriching and empowering young children's learning with microcomputers; (2) a program designed to make all students computer literate who complete the eighth grade in Tennessee schools; (3) how school systems should purchase microcomputers; (4) a team approach to microcomputer curriculum development; (5) ways in which a curriculum in BASIC programming could be used to develop skills that would have effects in other academic areas; (6) enhancing creativity through new technology; (7) computer learning environments and critical thinking; (8) aspects of matching the child, microcomputer, software, and manipulatives; (9) curriculum materials and activities to precede and accompany a child's earliest experiences with computers; (10) enhancement of basic skills of disadvantaged children by providing access to computers in the classroom; (11) young children's acquisition of keyboarding skills; (12) the use of computer assisted instruction with the physically handicapped student; (13) aspects of the physical environment to consider when integrating computers into classrooms; (14) computer camp experiences for the young child; (15) Logo and microworlds for children; (16) implementing Logo in classrooms; and (17) the Electronic Forum on Young Children and Computers. (RH)

ED 275 424 PS 016 126

Melhuish, E. C.
Socio-Emotional Behaviour at 18 Months, as a Function of Day Care Experience, Gender and Temperament.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Third World Congress for Infant Psychiatry and Allied Disciplines Conference (Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Emotional Development; Employed Parents; Foreign Countries; *Infant Behavior; Mothers; *Personality; *Sex Differences; *Social Development
IDENTIFIERS- *England; First Born

A longitudinal study was made of women and their first-born children who have different employment and day care experiences during the child's first three years of life. Specific aims of the study were (1) to gain full account of the history and experience of women who return to full-time employment while their first child is still young and of their children who receive non-parental day care from an early age; (2) to assess the consequences, in terms of the well-being of the woman and child, of full-time maternal employment and non-parental day care when both are initiated at an early age; and (3) to consider how far and in what ways these consequences are influenced by certain mediating factors, including the type and stability of non-parental day care, and the characteristics of the children, including gender and temperament. The study involved 255 women and their children. Four groups were compared: unemployed women not using day care and women who were employed full-time and who used relatives, childminders, or nurseries. Data were collected when children were 5, 10, 18, and 36 months of age. This paper reports and discusses data on socio-emotional development collected at the third contact during home visits involving multiple measures. (RH)

ED 275 438 PS 016 147

Mayfield, Margie I.
The Effect of Employer-Supported Child Care in Three Canadian Hospitals.
PUB DATE- 86
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Resarch Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Employee Attitudes; *Employer Supported Day Care; Foreign Countries; *Hospitals; Preschool Children; *Productivity; *Program Attitudes; *Program Effectiveness; Program Evaluation; Reliability; Research Problems
IDENTIFIERS- *Alberta (Edmonton)

The general purpose of this year-long study was to evaluate the effects of the Edmonton Hospital Workers' Child Care Society programs in three Canadian hospitals on the employers, the employees, and the children served. Specifically, this study investigated the effects of employer-supported child care on (1) employee absenteeism; (2) tardiness; (3) recruitment; (4) retention/turnover; (5) productivity; (6) morale/attitude; (7) shiftwork; (8) awareness, use, and satisfaction with the program; and (9) families' and children's reactions and behavior changes. Data were collected via questionnaires, structured and non-structured interviews, on-site visits, and review of personnel and program records. Findings show that the employer-supported child care programs had no statistically significant effect on absenteeism, tardiness, or recruitment. Statistically significant effects were found in employees' perceptions of lower stress levels, improved concentration on the job, working desired hours, being able to work part-time or full-time, scheduling vacation time, and being able to return to work after the birth of a child when the difficulties due to child-related responsibilities of parent-employees were compared to those of other hospital employees with children less than 13 years of age. These findings are considered to have implications for workers' productivity. (RH)

ED 275 540 SE 047 523

Kyle, William C.; And Others

An Implementation Study: An Analysis of Elementary Student and Teacher Attitudes toward Science in Process-Approach vs. Traditional Science Classes.

PUB DATE- Mar 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discovery Learning; Elementary Education; *Elementary School Science; Inquiry; Inservice Teacher Education; Learning Processes; *Process Education; Science Curriculum; Science Education; *Science Instruction; Science Teachers; Scientific Attitudes; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Science Curriculum Improvement Study; *Science Education Research; Texas

In anticipation of House Bill 246 (now Texas Administrative Code Chapter 75) which requires an inquiry-based, process-approach to the teaching of science, the Richardson Independent School District established the Elementary Science Pilot Project and adopted the Science Curriculum Improvement Study (SCIS) as part of their new K-6 Science through Discovery curriculum. This paper reports on a study which attempted to assess and analyze the attitudes toward science of teachers and students in SCIS classes as compared to teachers and students in non-SCIS classes. A post-test-only control group design was used for this study. The Preferences and Understandings instruments (student and teacher versions) were administered; these instruments are attitudinal measures whose items are referenced from the 1977 Third Assessment of Science of the National Assessment of Educational Progress (NAEP). It was found that SCIS and non-SCIS teachers share similar attitudes toward science. After experiencing one year of an inquiry-oriented, process-approach science curriculum, highly significant attitudinal differences toward science and science classes were observed between SCIS and non-SCIS students. (TW)

ED 275 570 SO 017 314

Glasrud, Clarence A., Ed.
A Special Relationship: Germany and Minnesota, 1945-1985=Brucken Uber Grenzen: Minnesota und Bundesrepublik Deutschland, 1945-1985.
Concordia Coll., Moorhead, Minn.
SPONS. AGENCY- Minnesota Humanities Commission, St. Paul.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
NOTE- 132p.; Papers presented at a conference entitled "A Heritage Fulfilled: German Americans" (Minneapolis, MN, April 22, 1982). Some photographs may not reproduce well.
AVAILABLE FROM- International Language Villages, Concordia College, Moorhead, MN 56560 (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060) Reports - General (140)
DESCRIPTORS- Ethnic Groups; *Ethnicity; Foreign Countries; *Global Approach; Group Unity; Higher Education; *Intercultural Programs; *International Cooperation; *International Relations; International Trade; Resource Materials; Secondary Education
IDENTIFIERS- *Minnesota; *West Germany

This collection of conference papers describes the post-World War II relationship between Germany and Minnesota. The relationship with the Federal Republic of West Germany is emphasized but East Germany is not ignored. The papers include: "Current Issues in German-American Relations" (P. Hermes); "The Cult of Talent and Genius: A German Specialty" (F. R. Stern with R. W. Franklin); "West Germany: Economic Power--Political Power" (L. J. Rippley); "The Image of the German in Contemporary Minnesota" (G. H. Weiss); "Cultural Exchange, Germany-Minnesota: A Case Study in Education" (N. Benzel); "The German Theological and Liturgical Influence in Minnesota: St. John's Abbey and the Liturgical Revival" (R. W. Franklin); "The German Impact on Modernism in Art" (M. Waldfogel); "German Rationalism in Modern American Architecture" (G. Dittmar); "Issues in German-American Trade and Investment" (D. Hamilton). Also included are Appendix A: "The Post-World War II German Immigration to Minnesota: The Documented Story of Norbert Benzel" (C. A. Glasrud); Appendix B: "German Companies with a Minnesota Subsidiary"; Appendix C: "Minnesota Companies with Significant Trade in Germany"; and Appendix D: "The Broader German/Swiss-American Relationship and Business in Minnesota." The document concludes with an index and photo index. (APG)

Horgan, Dianne; Morgan, David
Chess and Education.

PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; Children; *Cognitive Ability; *Developmental Stages; Games; *Learning Processes; *Logical Thinking; Memory; Training
IDENTIFIERS- *Chess; Context Effect

Aspects of chess relevant to certain educational issues are explored. Based on findings from a sample of about 50 children from 6 to 18 years of age, discussion focuses on (1) how children play chess and how the process of acquiring expertise differs among children and adults, (2) chess training techniques and why they are effective with children, and (3) some experimental results concerning children's memory for chess positions. In conclusion, implications for educators are specified. (RH)

ED 275 284 HE 019 804

Retrospect and Prospect. Proceedings of the Annual Meeting of the American Association of State Colleges and Universities (25th, Bal Harbour, Florida, November 24-26, 1985).

American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-88044-077-5
PUB DATE- Nov 85
NOTE- 116p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; Black Colleges; College Role; Educational Quality; Federal Government; Government School Relationship; *Higher Education; International Educational Exchange; *National Organizations; Public Relations; *State Colleges; *State Universities; Urban Universities
IDENTIFIERS- *American Association of State Colleges and Univs; United States Information Agency

Proceedings of the 1985 annual meeting of the American Association of State Colleges and Universities (AASCU) are presented. Contents include: three addresses and a lecture, remarks about/from distinguished alumni who received awards, brief summaries of additional addresses, reports from AASCU officers and projects, and an agenda of the annual meeting. Addresses/reports and authors include: "Retrospect and Prospect" (Harland Cleveland); "The Federal Role in Higher Education" (E. Thomas Coleman); "USIA and Higher Education" (Marvin Stone); "2010: The Next Twenty-Five Years" (Kala M. Stroup); "Report on AASCU Foundation" (Joseph A. Caputo); "Report of the Council on Postsecondary Accreditation" (Ellis E. McCune); "Report of the Office for the Advancement of Public Black Colleges" (Joyce Payne); "Special Recommendations for Public Relations Campaign for State Colleges and Universities" (George Ayers); "Report of the Chairman" (Aubrey K. Lucas); "Report of the President" (Allan W. Ostar); and "Report of the Treasurer" (Myron L. Coulter). Topics on which resolutions are presented include: a new organization called "Accuracy in Academia," functions of the Council on Postsecondary Accreditation, Title XII of the Foreign Assistance Act, Higher Education Amendments of 1985, and missions and responsibilities of urban state colleges and universities. (SW)

ED 275 454 PS 016 171

Crist, Mary Jo; And Others
The Play Years: Two to Six. The Developing Child Series.
CAPE Center, Inc., Dallas, TX.
PUB DATE- 86
NOTE- 69p.; For other handbooks in this series, see PS 016 168-172.
AVAILABLE FROM- The C.A.P.E. Center, Inc., 5924 Royal Lane, Suite 216, Dallas, Texas 75230 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; Emotional Experience; Guidelines; Language Acquisition; *Learning Activities; *Personality Development; *Physical Development; *Social Development

One of a series written for parents and other caregivers, this handbook on child development focuses on children from 2 to 6 years of age. Contents describe (1) physical development in terms of body size and shape, brain and eyes, and motor skills; (2) cognitive development and language acquisition; (3) personality development, with particular attention to fear and anger; and (4) social development in peer groups and at play. Concluding material outlines play activities which support the development of toddlers and preschool children. A brief, selected bibliography is included. (RH)

ED 275 481 RC 015 979

Couto, Richard A.

Appalachia--An American Tomorrow. A Report to the Commission on Religion in Appalachia on Trends and Issues in the Appalachian Region.

Vanderbilt Univ., Nashville, TN. Center for Health Services.

SPONS. AGENCY- Commission on Religion in Appalachia, Washington, D.C.

PUB DATE- Aug 84

NOTE- 163p.; Some tables may not reproduce well due to small, broken type.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Economic Factors; Economic Status; Educational Needs; Employment Patterns; Family Role; Federal Government; *Futures (of Society); Government Role; Health Needs; Housing Needs; *Human Services; Income; Industry; Institutional Role; *Political Issues; *Population Trends; Poverty Areas; Regional Characteristics; Rural Areas; *Trend Analysis

IDENTIFIERS- *Appalachia

The human needs of Appalachia relate to developments of a post-industrial economy in America, where social attitudes and political policies toward dependent populations (the young, the old, the disabled, and the unemployed) and toward ownership and management of capital and resources have contributed to the extensive poverty of the region. These American attitudes and policies combine presently to create profound consequences especially for women and members of racial minorities. These consequences have required and will continue to require changes in the roles of labor, families, non-profit groups, men and women, schools and churches. These consequences and changes in Appalachia parallel and excede those which are apparent nationwide. This report examines economic and social trends and issues in the Appalachian region for the past decade or more and relates Appalachia's recent economic experiences to national trends. Information is organized under five broad headings: population changes; economy, industry, and employment; unemployment and income; human needs and services; and institutional contexts. Information includes 40 figures and illustrations and a bibliography of 79 entries. Appendices contain a supplementary report on the region's economic structure with recommendations for economic development. (JHZ)

ED 275 556 SE 047 563

Jagoda, Susan Kaschner; Friedland, Mary
Changing Earth. Earth Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-88102-024-9
PUB DATE- 84
NOTE- 55p.

AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Climate; *Earth Science; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Environmental Education; Geology; Land Use; Physical Environment; Physical Geography; *Science Activities; Science Education; *Science Instruction; Slow Learners; *Special Education
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of earth science. Seven separate units include: (1) the land around you; (2) the movement of rocks inside the earth; (3) mountains; (4) wearing down mountains; (5) climate; (6) how people change the earth; and (7) the land you live on. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 182 FL 016 124

Nelson, Eric
The Doughnut That Fell into the Dishwater: Thoughts about Teaching Relative Clauses and Other Structures.
PUB DATE- 84
NOTE- 20p.
AVAILABLE FROM- Minnesota Teachers of English to Speakers of Other Languages, 116 Klaeber Court, 16th Avenue SE, University of Minnesota, Minneapolis, MN 55455 ($5.00; entire issue only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Grammar; *Phrase Structure; Second Language Instruction; *Sentence Structure; *Syntax; Teacher Developed Materials
IDENTIFIERS- *Relative Clauses

Relative clauses are useful for differentiating clearly between similar ideas. Exercises that demonstrate this purpose of relative clauses, or other grammatical constructions, can provide useful practice for students. More generally, an approach to teaching grammar that asks what purpose a structure serves can enable teachers to design exercises that demonstrate function as well as form. Exercises for relative clauses might include the presentation of situations in which the student must choose between two options and respond by using a relative clause with "that," "whose," "where," or "who," or by repeating a single form in different situations. The significant difference between these exercises and pattern drills is in the de-emphasis of form and the emphasis on the function of the structure. Exercises for other structures can be developed similarly, with the questions of what the structure is good for, and under what circumstances it is needed as the starting point. (MSE)

ED 275 199 FL 016 146

Stansfield, Charles W.
A History of the Test of Written English: The Developmental Year.
Educational Testing Service, Princeton, N.J.
PUB DATE- 86
NOTE- 20p.; Paper presented at an International Invitational Conference on Research in Language Testing (Kiryat Anavim, Israel, May 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational History; *English (Second Language); Essay Tests; Foreign Students; Higher Education; *Language Tests; *Standardized Tests; *Test Construction; Test Format; Test Items; Test Use; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Test of English as a Foreign Language; *Test of Written English

A history of the Test of Written English (TWE), a section of the Test of English as a Foreign Language (TOEFL), describes its inception and development process. The new test is a thirty-minute essay test providing a measure of a non-native English-speaker's ability to perform academic writing tasks similar to those required of international students in North American universities. The article describes the impetus for and early concerns about a standardized writing test, preliminary surveys of administrators and teachers of English as a second language, an investigation of the extent to which the existing test assessed academic writing skills, research on academic writing skill needs, a subsequent survey concerning support in the profession for a new writing test, and the development of the instrument itself. The instrument's development includes a continuing process for drafting, selecting, and polishing essay topics, a pretest, determination of the procedures for reading and scoring essays (including reader selection and training, and scoring reliability), solving technological problems associated with changing the overall test format, incorporating TWE scores into the TOEFL scale, and giving the test a name. (MSE)

ED 275 214 FL 016 198

Sandoval, Monica; And Others
Title VII Projects of Academic Excellence: Efforts to Promote Parent Involvement and Literacy.
PUB DATE- Jun 86
NOTE- 11p.; In: Simich-Dudgeon, Carmen, Ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College (Washington, DC, June 6-7 1986), see FL 016 190.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Educational Quality; Elementary Secondary Education; Federal Programs; Hispanic Americans; *Immigrants; *Limited English Speaking; Literacy Education; *Parent Participation; School Community Relationship; Tutors; Universities; *Vocational Education
IDENTIFIERS- *Elementary Secondary Education Act Title VII

Descriptions of four Title VII Academic Excellence projects focus on their efforts to promote limited-English-proficient (LEP) parents' involvement in schools and literacy. "Parents as Tutors" (Monica Sandoval) outlines the structure of the Brownsville (Texas) Independent School District's program to involve parents of children in kindergarten through third grade while improving students' self- concept and academic achievement. "Project Welcome" (Joan Davis) describes the offerings of the Glendale (California) Unified School District's program in three elementary schools, including English as a second language, health and nutrition instruction, and immigrant self- esteem and parenting classes. "Parents Assisting in Learning (PAL)" (Delia Garcia) presents the aims, content, and strategies of a Florida International University program implemented in the Broward County Public Schools, designed to promote greater Hispanic parent involvement in the educational process. "Development of Parental Involvement in Bilingual Vocational Education" (Starr Betses) briefly describes the Greater Lowell (Massachusetts) Regional Technical High School program to provide LEP parents with information about the educational system, and outlines some quantifiable program results. Two specialists' responses to the presentations are also summarized. (MSE)

HE

ED 275 241 HE 019 741

Howe, Richard D.; Reighard, Patton B.
Salary-Trend Study of Faculty in Communications for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 16p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Broadcast Television; College Faculty; College Programs; *Communications; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Mass Media; Private Colleges; Public Relations; Radio; State Colleges; *Teacher Salaries; Telecommunications; Trend Analysis

Average salary increases for 2,399 faculty in the field of communications are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 83 public and 76 private colleges reported on communications faculty salaries, while 116 public and 100 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 20.6% at public colleges and 16.6% at private colleges. The average salary for communications faculty was below the average faculty salary in the other 40 disciplines (9% below for public colleges and 11% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 256 HE 019 756

Howe, Richard D.; Gregg, Mary Elizabeth
Salary-Trend Study of Faculty in Mathematics for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; *College Mathematics; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Mathematics Teachers; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 7,061 faculty in the field of mathematics are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 164 public and 177 private colleges reported on mathematics faculty salaries, while 169 public and 181 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 18.0% at public colleges and 18.4% at private colleges. The average salary for mathematics faculty varied slightly from the average faculty salary in the other 40 disciplines (2% below for public colleges and 1% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 271 HE 019 787

Julius, Daniel J., Ed.
Collective Bargaining in Higher Education. The State of the Art.
College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 84
NOTE- 182p.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036-1250.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Arbitration; *Collective Bargaining; College Faculty; College Presidents; Contracts; *Employment Practices; Grievance Procedures; *Higher Education; Multicampus Colleges; Negotiation Agreements; Personnel Policy; School Personnel; State Universities; Strikes; Teaching Hospitals; Trustees; *Unions

American higher education collective bargaining is addressed in 21 essays by administrators and academicians who are actively engaged in the process. Titles and authors are as follows: "The Context of Collective Bargaining in American Colleges and Universities" (Kenneth P. Mortimer); "Collective Bargaining in the Multi-Campus System" (Richard E. Bjork); "The Role and Function of Trustees and Presidents" (David J. Figuli); "Managing Collective Bargaining with Non-Faculty Personnel" (Joan Geetter); "The Impact of Collective Bargaining on Physical Plant Management" (Jack Hug); "Collective Bargaining in University Teaching Hospitals" (William J. Neff); "The Collective Bargaining Process and the Potential for Productive Outcomes" (Ray A. Howe); "Preparation for Collective Bargaining in Higher Education" (Allan W. Drachman, Naomi R. Stonberg); "The Importance of Setting Bargaining Objectives" (Gary W. Rulf); "Strike Management in Higher Education" (Gregory L. Kramp); "'The Commandments' for Management Labor Negotiators" (John F. O'Hara); "Dispute Resolution: Making Effective Use of the Mediation Process" (Margaret K. Chandler); "Mediation in the Resolution of Collective Bargaining Disputes" (Ira B. Lobel); "Guidelines for Handling Grievances at the Formal Level" (Jacob M. Samit); "The Preparation of Labor Arbitration Cases" (Nicholas DiGiovanni, Jr.); "Arbitration Selection" (Thomas D. Layzell); "Administrative Responsibilities for Labor Relations Decisions" (David Kuechle); "Effective Contract Administration" (Daniel J. Julius); "How to Organize the Administration of a Multi-Campus System for Bargaining" (Caesar J. Naples); "The California Experience: An Unusual Law, Institution, and Approach" (Thomas M. Mannix); and "Collective Bargaining with Public University Employees: Before and After Enabling Legislation" (Sandra L. Harrison). (SW)

ED 275 325 IR 051 672

Lynch, Mary Jo
Analysis of Library Data Collection and Development of Plans for the Future. Final Report.
American Library Association, Chicago, IL. Office of Research.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 15 Nov 84
NOTE- 221p.
CONTRACT- 300-83-0246
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Data Collection; Elementary Secondary Education; Evaluation; Higher Education; *Learning Resources Centers; *Library Statistics; Library Surveys; *Public Libraries; State Agencies; Statistical Analysis
IDENTIFIERS- National Center for Education Statistics

This report is the result of a project which analyzed the current collection of statistics from academic, public, and school libraries by the National Center for Education Statistics (NCES) and by state agencies and prepared recommendations for a more efficient and effective national data collection system. Current data collection methods are examined, plans for the future are discussed, and the report of the technical consultant is presented. Recommended survey forms and instructions for their use are included for public libraries, college/university libraries, and school library media centers. Eight tables display the data collected, collection methods, responses to requests for information on statistics collected, and comparisons of topics covered on NCES, state, and the recommended survey forms. (KM)

ED 275 354 JC 860 536

Cotoia, Anthony M.
Marketing: Educators New Buzz Word.
PUB DATE- Oct 86
NOTE- 24p.; Paper presented at the Annual Conference of the National Council on Community Services and Continuing Education (Toronto, Ontario, Canada, October 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Advertising; College Planning; *Community Colleges; *Declining Enrollment; Educational Quality; Institutional Advancement; *Marketing; Program Costs; Salesmanship; School Publications; *Student Recruitment; Two Year Colleges

Many concerned academic administrators are turning to marketing as the cure for shrinking enrollments. These administrators often have unrealistic expectations of what marketing techniques can achieve. Marketing cannot cover up for programs of poor quality, create customers in an over-harvested market, or overcome high attrition when students leave faster than they can be recruited. However, when marketing is done well it can enable a college to make intelligent decisions; assist in understanding educational needs; facilitate the refinement of a college's mission, goals, and objectives; attract new students; retain current students; and develop a well-informed community and student body. Priorities in developing a marketing plan include obtaining the chief administrator's support, addressing each aspect of the institutional image, using the research arm of the school, and identifying constituencies. A successful marketing plan may have unexpected spin-off effects, and therefore the plan should include alternatives for coping with change. Additional tips for developing a sound marketing plan include writing college publications in plain, understandable language; utilizing a variety of innovative advertising techniques; exploring alternative funding sources; and considering the development of a quality control department. (LAL)

ED 275 367 JC 860 556

Blueprint for Quality: Final Report of the Committee on the Future of Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Sep 86
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; College Role; *Community Colleges; *Educational Finance; Financial Support; *Governance; *Institutional Mission; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

Developed by a state-appointed committee comprised of college faculty, administrators, trustees, representatives of the Governor of Maryland and state legislature, this report addresses the mission, governance, and finance of the Maryland community colleges in light of current trends and future needs. Chapter I offers an introduction to the committee's charge and the questions it investigated. Chapter II examines demographic, social, economic, technological, intellectual and cultural trends shaping community colleges. Chapter III examines the mission of the community colleges, touching on future directions, community-centeredness and flexibility, access, programs, services, and other issues. Chapter IV focuses on governance, pointing to the need to strengthen both local boards of trustees and the State Board for Community Colleges. Chapter V highlights financial concerns, providing a description of the current funding method used in Maryland and other funding models used in other states, stating principles for evaluating funding methods, offering a funding proposal for the state system, and examining issues related to capital and external funding and student financial aid. Finally, chapter VI offers a numerical listing of the 57 recommendations made in other sections of the report. Appendices include relevant sections of the Annotated Code of Maryland, Education Article. (EJV)

Johnson, Mary
The Computer: A Tool for Writing with LEP Students.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Uses in Education; *Elementary School Students; *English (Second Language); Grade 1; Grade 2; *Language Experience Approach; *Limited English Speaking; Primary Education; *Spanish Speaking

One way to help minority students with limited English proficiency (LEP) achieve a higher level of literacy is to use computers in language arts classes. Word processors now enable the production of software that involves students in text production and manipulation. This development has made it possible to introduce the computer into the classroom as a tool for writing. Spanish-speaking first- and second-grade students were instructed: (1) through the language experience approach and used computers to write their stories; (2) in the language experience approach and used pencil and paper to write their stories; or (3) in a traditional bilingual program. The scores of groups instructed through the language experience approach were higher than those of controls. Vocabulary reading and writing scores of the computer users were significantly higher than scores of those using pencil and paper. Children using computers experimented more with language, edited their stories more, and appeared to read their stories more than children using pencil and paper. Computer users' stories were generally longer than those written with pencil on paper. Generally, findings suggest that word processing has both affective and cognitive advantages for the LEP student. A two-page list of references concludes the document. (RH)

ED 275 468 RC 015 957

Brady, Erika; And Others
The Federal Cylinder Project: A Guide to Field Cylinder Collections in Federal Agencies. Volume 1, Introduction and Inventory.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 84
NOTE- 105p.; For volumes 2 and 8, see RC 015 958-959.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian Languages; American Indians; Audiodisks; Audio Equipment; *Audiotape Recordings; Cultural Background; *Ethnography; *Folk Culture; History; Music; North American Culture; Preservation; Primary Sources; Social Science Research; Tribes
IDENTIFIERS- Ethnolinguistics; *Ethnomusicology; Federal Cylinder Project; Library of Congress; *Wax Cylinder Recordings

Volume one of a multivolume catalog inventories 247 federal agency collections of wax cylinder recordings made by early ethnographers during 5 decades (1890-1941) of field work with Native American, traditional American, and world cultures. Native American music, chants, and linguistic samples comprise the majority of the collection. In addition to their value as original cultural materials, the collections chronicle theoretical and methodological developments in anthropology, ethnomusicology, folklore, and linguistics, parallel the early history of sound recording, and reflect differing attitudes among early ethnographers toward use of the cylinder phonograph. Inventory entries are arranged alphabetically by collector with larger collections grouped into cultural areas. Each entry contains preservation tape number, Archive of Folk Culture number, number of cylinders in each collection/number duplicated, collector's name/sponsor, descriptive title, recording date/location, provenance, and notes on technical aspects of sound and cylinder quality. An introduction traces the mechanics and use of the cylinder phonograph from the 1890s to the early 1940s, discusses field methods of early ethnographers, and explains preservation methods, documenting and archiving techniques, and dissemination efforts of the Federal Cylinder Project. Indexes to American Indian groups, other cultural groups by region, and collectors, institutions, sponsors, and provenances are included. (LFL)

ED 275 496 SE 047 468

Marrett, Cora Bagley
Teacher Goals and Race/Sex Equity in Mathematics and Science Education: Final Report. Program Report 85-18.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 164p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Females; Goal Orientation; Mathematics Education; *Minority Groups; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences; *Student Attitudes; *Teacher Attitudes; Teacher Influence
IDENTIFIERS- *Science Education Research

The results of a 3-year study on the relationship between teacher emphases and student outcomes in mathematics and science at the secondary school level are presented in this report. Specifically, the study sought to determine the goals for mathematics and science which teachers of these subjects emphasize; the similarities and differences in attitudes toward and performance in mathematics and science by male and female, minority and nonminority students; and the possible link between teacher goals and student-level outcomes. Results showed that teachers in the study (N=133) often seemed unclear on how they could translate their overall goals into strategies that would prove effective for diverse students. The minority students in this study expressed favorable attitudes toward mathematics and science but performed more poorly in those subjects than did their nonminority counterparts. It is recommended that future research attend to the range of factors in the classroom and in settings beyond that context, that make the outcomes for minority students quite different from those that are obtained by other students. Research on goals is also advocated. Appendices include the instruments employed in the study. (ML)

ED 275 511 SE 047 491

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 19, Number 2.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212. (U.S. subscription, $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Computation; Educational Research; Elementary Secondary Education; Equations (Mathematics); Grouping (Instructional Purposes); Logic; *Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; Probability; Sex Differences; Spatial Ability; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

This issue of the journal contains abstracts and critical comments for 10 published reports on research in mathematics education. The reports concern children's school mobility and achievement, preservice teachers' sources of decisions, spatial visualization in boys and girls, rote versus conceptual emphases in teaching probability, using drawings in conditional reasoning programs, international study achievement results for grade 12, shifts in reasoning, sentence-solving strategies, effects of whole class, ability grouped, and individualized instruction, and teaching basic fact strategies for addition and subtraction. Research references from the "Current Index to Journals in Education" (CIJE) and "Resources in Education" (RIE) for October through December 1985 are also listed. (MNS)

ED 275 526 SE 047 508

Home Economics. Iowa Developed Energy Activity Sampler, 6-12. Revised.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.

PUB DATE- 86

NOTE- 106p.; For a related document, see ED 199 110. Some drawings may not reproduce clearly and some charts contain small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Alternative Energy Sources; Child Development; Clothing Instruction; Cognitive Processes; *Energy Conservation; *Energy Education; Environmental Education; Family Life Education; Foods Instruction; *Home Economics; Instructional Materials; Interdisciplinary Approach; Interior Design; *Learning Activities; Learning Processes; Piagetian Theory; Secondary Education; *Secondary School Curriculum; State Curriculum Guides

IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document was developed to provide home economics teachers with background information on energy, and activities that can be used/adapted with a minimum of preparation time. The activities are divided into sections on family and personal development, foods, child development, clothing and textiles, and housing and interior design. Each activity includes: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief descriptive statement about the activity itself; (4) the objective(s); (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity; including the various components of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background material. The focal points of the document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 275 541 SE 047 524

Opportunities in Chemistry.

National Academy of Sciences - National Research Council, Washington, D.C.

REPORT NO.- ISBN-0-309-03594-5
PUB DATE- Feb 86
NOTE- 355p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($18.50 paperback--ISBN-0-309-03594-5; $28.50 cloth--ISBN-0-309-03633-X).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Biochemistry; Case Studies; *Chemical Industry; *Chemistry; College Science; Higher Education; *Research and Development; *Research Opportunities; *Science and Society; Science Education; Science Interests; Scientific Enterprise; Scientific Research; *Technological Advancement

Because of the changes occurring in the chemical sciences, a new survey of chemistry and its intellectual and economic impact was clearly needed. This report presents a current assessment of the status of chemistry and of the future opportunities in the field. This analysis contains: (1) an introductory chapter (establishing the need for the study), (2) an executive summary synthesizing the findings, outlining priority areas, and offering specific recommendations and (3) chapters concerning the following topics: control of chemical reactions (examining new processes, products, and materials); molecular complexity (containing sections on food, health, biotechnology, intellectual frontiers, and instrumentation); chemistry and national well-being (addressing needs for a better environment, continued economic competitiveness, and increased national security); manpower and education (discussing the factors that determine the effectiveness of doctoral education); and resources for basic research (assessing the resources needed if the United States is to maintain a position of international leadership in chemistry). Several of the sections are introduced by a one-page vignette that presents in nontechnical languate a case history illustrating chemistry's usefulness. Appendices contain tables on chemistry in industry and a list of almost 400 individuals who contributed suggestions and information to the report. An index is included. (ML)

Reauthorization of the Higher Education Act, TRIO and HEP/CAMP Programs, Volume 5. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Jul 85

NOTE- 50p.; Serial No. 99-47. For volumes 3-8 of these hearings, see HE 019 686-691. Document contains small type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Ancillary School Services; Articulation (Education); College Students; Disadvantaged; Federal Aid; *Federal Legislation; Hearings; *Higher Education; *High Risk Students; *High School Equivalency Programs; High School Students; Hispanic Americans; Information Needs; *Migrant Youth; Position Papers; Public Policy; Remedial Programs; Tutoring

IDENTIFIERS- College Assistance Migrant Program; Congress 99th; Educational Opportunity Centers; *Higher Education Act 1980; Special Services for Disadvantaged Students; Talent Search; TRIO Programs; Upward Bound

A hearing on reauthorization of the Higher Education Act of 1965 is presented that focuses on programs that provide services to students, including the TRIO Programs: Upward Bound, Talent Search, Educational Opportunity Centers, Special Services, and the training authority. It is proposed that secondary and postsecondary schools be helped to provide improved information and counseling services to students (and graduates) to facilitate their college and employment decision-making. To increase awareness of the availability of student assistance, a national center for postsecondary opportunity is proposed. Additional suggestions include: increased TRIO services and funding that reach the Hispanic community; and focusing TRIO services more directly to meet the unique educational needs of Hispanics. Also considered are the High School Equivalency Program and the College Assistance Migrant Program (HEP/CAMP). CAMP involves tutoring, facilitators, and guidance counselors familiar with the backgrounds and problems of migrant/seasonal farmworkers. Attention is directed to the following issues: the need for multiyear funding for HEP and CAMP; consideration of past performance as a selection criterion for HEP and CAMP funding; and the need for increased appropriations for HEP and CAMP programs. (SW)

Learning Technologies and Telecommunications in New York State. A Status Report on Education Department Activities Relative to the Action Recommendations Approved by the Board of Regents on May 24, 1985.

New York State Education Dept., Albany. Center for Learning Technologies.

PUB DATE- May 86
NOTE- 82p.; For the report containing the action recommendations, see ED 259 707.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Educational Facilities Improvement; *Educational Objectives; *Educational Quality; *Educational Technology; Equal Education; *Instructional Improvement; Instructional Materials; Professional Development; *Statewide Planning; Teacher Education; *Telecommunications
IDENTIFIERS- *Excellence in Education; New York

In May 1985, the New York State Board of Regents approved a series of action recommendations designed to enhance the use of learning technologies and telecommunications in the state. The 15 recommendations are related to three major goals: (1) excellence--interactive learning technologies and telecommunications should be used to achieve quality within the New York educational system and applications should reflect the highest standards; (2) equity--technological resources, including the information conveyed by these technologies, must be available to all on an equitable, nondiscriminatory, and nonstereotyped basis; and (3) efficiency--use of technologies should be employed to achieve better use of educational resources and enhance professional effectiveness. Initiatives undertaken by the Education Department to implement these recommendations are presented in this report within the context of the appropriate goals. At the April 1986 meeting of the Regents Advisory Council, several major policy implications of technology applications were considered and the council's recommendations are included in this report along with an outline of directions to be taken during the second year of this program. (DJR)

ED 275 311 IR 012 371

Spohn, Betty Bowling
Do What??? (Using Specific Questioning Techniques to Get Specific Results in Training).
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Conference of the National Society for Performance and Instruction (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; *Learning Strategies; Problem Solving; *Questioning Techniques; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Knowledge

This paper focuses on the mechanics and dynamics of questioning techniques as aids to trainers/teachers in "getting across" subject matter and interacting effectively with learners. The mechanics include three levels of questions--knowledge, application and problem-solving. Each of these levels is designed to foster different and progressively higher levels of learner thinking, and five types of probing questions--extension, clarification, justification, prompting and redirecting--are used to help guide responses that are forthcoming to the planned questions. The dynamics of questioning, i.e., the verbal and nonverbal behaviors that accompany trainer's attempts to use different levels of probes, include: phrasing a concise question; delivering that question appropriately; using wait-time; listening to the learner's response; and dealing with that response appropriately. Each of these techniques and strategies is discussed and examples are provided where appropriate. (DJR)

ED 275 340 IR 051 688

Seminar on Factual and Numerical Data Banks. Final Report (Rabat, Morocco, February 21-24, 1984).

Centre National de Coordination et de Planification de la Recherche Scientifique et Technique, Rabat (Morocco).; United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-85/WS/6
PUB DATE- Apr 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Agriculture; Communication (Thought Transfer); *Databases; Geology; *Information Dissemination; Information Networks; National Programs; Needs Assessment; Online Systems; Regional Programs; *Scientific and Technical Information; *Systems Development; User Needs (Information)
IDENTIFIERS- General Information Programme; Morocco; Numeric Data Bases

The proceedings of a seminar on factual and numerical data banks are described. Seminar objectives were to: (1) make potential users aware of the value of data banks in their respective disciplines and inform them of the tools available; (2) identify national and regional data bank requirements; and (3) define a strategy for development in this field. In addition to a general report, this publication contains the reports of the life sciences and earth sciences working groups, and discussions of three general recommendations pertaining to the areas of education, creation of data banks, and development of a national network for the exchange of knowledge. Seven appendices include the seminar program; a list of seminar participants; the text of the opening address; and three working papers: "Seminar on Factual and Numerical Data Bases" (UNESCO); "Tentative Evaluation of Factual and Numerical Data Requirements and Services for Agricultural Researchers" (Institut National Agronomique et Veterinaire); and "Review of Economic Geology Data Banks in the Arab World" (Arab Organization for Mineral Resources). A summary of the presentations on data banks given at the seminar is the final appendix. (KM)

ED 275 425 PS 016 127

Ditchburn, Susan J.
Toward an Understanding of Children's Play: A Conversational Analysis Approach.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Dramatic Play; Foreign Countries; *Pragmatics; Preschool Children; Preschool Education; *Research Methodology; *Social Behavior
IDENTIFIERS- Alberta; Conversation; Ethnomethodology

This paper analyzes a conversational episode from a study of children's play in an educational setting to demonstrate conversational analysis as a research methodology. The analysis reveals the interactional means by which a dramatic play sequence is orchestrated. Children are seen to be sophisticated in their use of talk to create and shape the evolving social world. Further, the paper discusses the value of conversational analysis to the study of children's behavior and early childhood education. The realities of classroom life may negate the use of conversational analysis by practitioners, but collaborative research utilizing the method may provide a basis for reflection on habitual practices. A transcription key and conversational data are appended. (Author/RH)

ED 275 439 PS 016 148

Franssen, H. A. M.
An Alternative Look at Curriculum Implementation.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Resarch Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Curriculum Evaluation; *Curriculum Problems; Curriculum Research; Elementary Education; Foreign Countries; Intellectual Disciplines; Interpretive Skills; Research Methodology; *Self Expression; *Social Experience; Teacher Role; *Textbooks
IDENTIFIERS- *Directions; Netherlands

An instrument constructed for scoring behavioral directions in curriculum materials was utilized in an evaluation of 25 randomly selected curricula. Selected curricula were not more than 10 years old and were used through 1986 in Dutch primary schools. Directions included in texts were scored on completeness, clarity, potential, and commitment: factors by which teachers interpret a curriculum. Scored directions were divided into eight categories related to components of the instructional process, such as learning activities, teaching conditions, and evaluation. A total of five pages from each of three textbooks in each curriculum series were scored independently by two observers. Another observer globally inspected 20 of the curricula and divided them according to the extent to which they were prescriptive and to the relative directness of the written text. Curricula were subsequently categorized in terms of content into three groups: subject areas concerned with main subjects, with real life in the world, or with teaching how to express one's experience. Findings (taken as an indication because of problems with the reliability of the instrument) suggest that the curricula were generally inadequate. Favorable trends were not found in newer texts. Texts concerning expression were considered best, followed by those concerning main subjects, and by those concerning real life in the world. (RH)

ED 275 455 PS 016 172

Crist, Mary Jo; And Others
You Can't Make Me! A Behavior Management Handbook.
CAPE Center, Inc., Dallas, TX.
PUB DATE- 86
NOTE- 77p.; For other handbooks in this series, see PS 016 168-171.
AVAILABLE FROM- The C.A.P.E. Center, Inc., 5924 Royal Lane, Suite 216, Dallas, Texas 75230 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; *Discipline; Family Environment; *Guidance; Guidelines; *Parent Child Relationship; *Problem Solving; Punishment; Young Children

Written for parents and other caregivers, this handbook describes techniques and strategies to use to effectively change children's behavior when it is necessary to do so. The first three sections focus on the need for caregivers to understand themselves, their tolerance levels, preferences, and needs in order to clarify their strengths and weaknesses; the need to organize children's living and play environments in ways supportive of self-control and independent play; and the need to set developmentally appropriate limits on children's behavior. The fourth section specifies principles for changing children's behavior. Discussion suggests how to support acceptance, ways of giving guidance, when to intervene, and how to talk with children. The fifth section concerns ways of avoiding power struggles by employing effective rules and by being persistent and willing to compromise. Section six describes six techniques for changing children's behavior: using consequences, redirection, restraint or holding, time out, reinforcement, and problem solving. Concluding remarks list principles of effective discipline. A brief, selected bibliography is provided. (RH)

Glasrud, Clarence A., Ed.
A Heritage Deferred: The German-Americans in Minnesota.
Concordia Coll., Moorhead, Minn.
SPONS. AGENCY- Minnesota Humanities Commission, St. Paul.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 79
NOTE- 170p.; Papers presented at two conferences on the German-American Heritage (Moorhead, MN, October 12, 1979 and St. Paul, MN, October 19-20, 1979). Photographs may not reproduce well.
AVAILABLE FROM- International Language Villages, Concordia College, Moorhead, MN 56560 (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060) Reports - General (140)
DESCRIPTORS- Architectural Character; *Cultural Awareness; *Cultural Background; Education; *Ethnic Groups; *Ethnicity; Ethnic Origins; Foreign Countries; Global Approach; Higher Education; *Immigrants; Political Attitudes; Religion; Secondary Education
IDENTIFIERS- *Minnesota; *West Germany

This collection of conference papers explores aspects of the lives of German-American immigrants in Minnesota. Part 1, "The Ethnic Experience," consists of the following papers: "Was There a Single German-American Experience?" (Bonney); "The Most Diversified Ethnic Group" (Johnson); "Unraveling the Mystery of Ethnic Identity" (Ward); and "Some General Questions Concerning the Maintenance of Ethnicity" (Bradunas). Part 2, "Architectural Styles and Material Culture," consists of the following papers: "Patterns and Marks of German Settlement in Minnesota" (Rippley); "The Minnesota Valley Restoration Project" (MacFarlane); "A Rejection of Traditional German Forms" (Harvey); and "Material Artifacts Reflect People's Lives" (Stanton). Part 3, "Religious and Language Experiences," includes "Religious and Language Experiences of German-Catholic Americans" (Barry); "Cultural Integrity and the Role of Religion" (Kloberdanz); "Alternate Research Strategies" (Graebner); and "Ethnicity and Religion: The German-American Experience" (Rankin). Part 4, "Politics and Education," consists of: "The German-American Role in Minnesota Politics, 1850-1950" (Chrislock); "The Motives of German Immigration" (Cofell); "German Allegiance to the Democratic Party" (Noblitt); and "Political Myths and the Realities of Assimilation" (Conzen). A summary and text of a German and English chapel service, an extensive bibliography of German heritage in Minnesota, and an extensive collection of photographs are included. (APG)

ED 275 257 HE 019 757

Howe, Richard D.; Parker, R. Clinton

Salary-Trend Study of Faculty in Music for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86

NOTE- 15p.; For related documents, see HE 019 731-769.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Music Education; *Music Teachers; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 5,411 faculty in the field of music are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 139 public and 133 private colleges reported on music faculty salaries, while 151 public and 145 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 17.6% at public colleges and 18.4% at private colleges. The average salary for music faculty was below the average faculty salary in the other 40 disciplines (6% below for public colleges and 12% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 285 HE 019 805

Chmura, Tom; And Others
The Higher Education-Economic Development Connection. Emerging Roles for Public Colleges and Universities in a Changing Economy.
American Association of State Colleges and Universities, Washington, D.C.; Stanford Research Inst., Menlo Park, Calif.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
REPORT NO.- ISBN-0-88044-076-7
PUB DATE- 86
NOTE- 89p.
AVAILABLE FROM- Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($12.00 members, $15.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Black Colleges; *College Role; Continuing Education; *Economic Development; Economic Research; *Entrepreneurship; Higher Education; Institutional Characteristics; Institutional Mission; Labor Force Development; Models; Public Colleges; *School Business Relationship; *School Community Relationship; *State Colleges; State Universities; Technical Assistance; Technology Transfer; Urban Universities

Ways that colleges are involved in economic development and how these roles develop at different colleges are discussed, along with the rationale and benefits for college involvement in economic development. Attention is directed to key programmatic, policy, organizational, and strategic issues that need to be addressed with increased college participation. In addition to a literature review, information sources included: a mail survey of almost 300 public colleges and universities; telephone interviews with researchers, public officials, association representatives, and college and university leaders; and site visits to seven public universities. For seven economic objectives, college roles in economic development are identified, as are the colleges which serve as examples, possible economic benefits for each objective/role, possible institutional benefits, and some potential concerns. College roles in economic development are described for specific institutions of the following types: regional, urban, historically black, technological, and flagship campuses at state university systems. Also considered are 10 prerequisites for success for college involvement in economic development. A 7-page bibliography, and addresses and phone numbers of national resource organizations and colleges cited in the text are included. (SW)

ED 275 326 IR 051 673

Mandel, Carol A.
Classification Schedules as Subject Enhancement in Online Catalogs. A Review of a Conference Sponsored by Forest Press, the OCLC Online Computer Library Center, and the Council on Library Resources.

Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Oct 86
NOTE- 28p.; For the final report of the Dewey Decimal Classification Online Project, see ED 266 805.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Cataloging; *Classification; Indexing; Libraries; Machine Readable Cataloging; *Online Catalogs; *Online Searching; Relevance (Information Retrieval); Search Strategies; *Subject Index Terms
IDENTIFIERS- Authority Files; *Dewey Decimal Classification; *Library of Congress Classification

This paper presents a synthesis of the ideas and issues developed at a conference convened to review the results of the Dewey Decimal Classification Online Project and explore the potential for future use of the Dewey Decimal Classification (DDC) and Library of Congress Classification (LCC) schedules in online library catalogs. Conference discussion centered around the themes of subject search enhancements for the next generation of online catalogs, the future role of class number searching in online catalogs, and the feasibility of using machine-readable LCC and DDC schedules online. Six broad conclusions for the future are outlined: (1) all operational online catalogs should include the subject search features that have already proven necessary; (2) subject search strategies should be explored; (3) it is worthwhile to build the DDC into a classification authority file, available in machine-readable form for use as a cataloger's tool and in online catalogs; (4) using the Dewey Online Catalog (DOC) as a prototype, it is worthwhile to continue to refine the design of a DDC online catalog; (5) displays of related terms will be a valuable search enhancement in future online catalogs; and (6) LCC will eventually be made machine-readable. (KM)

ED 275 381 JC 860 576

Zeiss, P. Anthony
The Economic Impact of Pueblo Community College, 1985-86.
Pueblo Community Coll., CO.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Economic Climate; Economic Factors; Economic Opportunities; *Educational Economics; *Educational Finance; *Expenditures; School Business Relationship; School Community Relationship; State Aid; Two Year Colleges
IDENTIFIERS- *Economic Impact; Economic Impact Studies

A study was conducted to assess the economic impact of Pueblo Community College (PCC) upon its three-county service area for the 1985-86 academic year. The study sought to demonstrate that state funding for PCC yields high economic dividends for Colorado, and that public higher education institutions can be accountable in terms of measurable economic outcomes. The study utilized a basic economic impact model which measures direct expenditures including the college budget (less wages and financial aid), faculty and staff wages (less benefits and withholding taxes), student financial aid awarded, and spending by college visitors. Indirect expenditures included the average wages from jobs in new verified small businesses assisted by the college, and the actual wages from jobs created by six new industries to which PCC contributed. The results of the study indicated: (1) PCC made a 333% direct return on the total state general fund and student financial aid investment; (2) PCC made a 1,552% return on the total state investment when indirect economic impact is included; (3) the direct economic impact of PCC was $13,259,036; and (4) the indirect impact of the college was $48,426,158. (LAL)

Tudge, Jon
Beyond Conflict: The Role of Reasoning in Collaborative Problem Solving.
PUB DATE- 30 May 86
NOTE- 19p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Conservation (Concept); *Cooperation; Elementary Education; *Elementary School Students; *Generalization; *Peer Influence; Pretests Posttests; *Problem Solving
IDENTIFIERS- *Cognitive Conflict; Cognitive Research

Researchers studied the effect of cognitive conflict between peers in a collaborative problem-solving task in which the relationship between participants could not be described as "expert-novice" and in which development was potentially possible for all. A total of 156 subjects between 5 and 9 years of age, inclusive, participated in the study. Subjects were required to predict the direction a beam would tip when different numbers of weights were placed at differing distances from the fulcrum. Seven increasingly sophisticated rules for prediction have been distinguished. On the basis of pretest rule use, children were assigned to one of three treatment conditions: individuals retested as controls, an "equal rule" group pairing subjects who used the same rule, and an "unequal rule" group pairing subjects who used different rules. Children in each pair were of the same age, sex, and class in school. During the treatment phase, disagreements in prediction were resolved by discussion. The first posttest was administered approximately 3 days later and the second, 1 month later. Pairs did only slightly better than control individuals. Equal rule pairs did not show signs of development. Among unequal rule pairs, "lower partners" improved and "higher partners" declined. Concluding discussion examines three possible explanatory factors: amount of arguments, quality of reasoning, and cognitive state of the child. (RH)

ED 275 410 PS 016 109

The Foundations of a Developmental Early Childhood Program for Children, Ages 2 1/2-6.
Child Day Care Association of St. Louis, Mo.
PUB DATE- 86

NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Costs; *Developmental Programs; *Early Childhood Education; *Educational Equipment; Educational Objectives; Guidelines; Infants; *Learning Centers (Classroom); *Program Development; Toddlers; Toys

Compiled are three related sets of materials: (1) a discussion of the foundations of a developmental early childhood program for children between 2 1/2 and 6 years of age; (2) guidelines for planning activity areas and providing equipment for children in the early childhood program; and (3) an inventory with approximate prices of equipment and toys appropriate for infant/toddler programs. The first set of materials states program requirements and then outlines components of a developmental program, discusses the goal and operation of such a program, and explores problems commonly encountered in program implementation. The second set provides suggestions for block, dramatic play, sensory play, art, construction, library, manipulative, music, and gross motor areas, and for equipment intended for use throughout the center. Information in the third set was compiled from various catalogs. (RH)

ED 275 482 RC 015 980

Stambler, Moses
Mexico: The Socio-Economic and Cultural Environment for Health.
PUB DATE- May 83
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Cultural Context; Cultural Influences; Delivery Systems; Demography; Developing Nations; Disease Incidence; *Economic Climate; Foreign Countries; *Health Needs; *Health Services; Living Standards; Mexicans; *Political Influences; Population Growth; Poverty; Rural Areas; Slum Environment; Social Indicators; Social Structure; *Socioeconomic Influences
IDENTIFIERS- *Mexico

Numerous factors influencing health status and health care in Mexico are reviewed in this paper. Part I covers socioeconomic influences including agricultural and land tenure patterns, oil production, population growth rate, and the extent of poverty. Part II discusses the political environment, emphasizing the effects of politics on strategies for rural health. Topics include the political elite and their influence, dependency on the United States, pressure groups of the political left and right, and attempts at governmental reform. Part III compares Mexican health needs with those of other developing nations. Discussion touches on developmental stages of health system development, historical diffusion of western health care models, and characteristics of rural underdeveloped areas in developing nations. Numerous health care problems are cited, e.g., limited access to care, lack of public health policy, class bias in health services, expenditures for high technology rather than public health, and maldistribution of human resources due to maldistribution of wealth. Part IV summarizes the status of health care in Mexico including health indicators, health care delivery systems, rural conditions, vertical organizations and health campaigns, health decisions as broad cultural expressions, and women and showmen in medicine. (JHZ)

ED 275 512 SE 047 492

Resource Recovery. Energy and Environment. Teacher's Aid.

Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Environment Education.; Florida State Dept. of Environmental Regulation, Tallahassee.
PUB DATE- Jun 80
NOTE- 199p.; Exhibits and fact sheets may not reproduce well.
AVAILABLE FROM- Florida Department of Environmental Regulation, Solid Waste/Tanks Section, 2600 Blairstone Rd., Tallahassee, FL. 32399-2400. (Free).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; Energy; *Environmental Education; Hazardous Materials; Natural Resources; Pollution; *Recycling; *Resources; *Solid Wastes; State Programs; *Waste Disposal; Wastes
IDENTIFIERS- Environmental Management; *Florida

Designed to assist students in understanding solid waste resource recovery, this teaching aid package aims to get students involved in practical activities that require participation, observation, and interpretation. Provided in this package are definitions, methods, causes and effects, costs, and benefits of resource recovery presented in the form of behavioral objectives suitable for use in curricula of grades 4 through 12. Major sections include: (1) a scope and sequence (specifying 13 subject areas with sub-topics in an outline form); (2) objectives, activities, exhibits, and fact sheets (presenting materials and information for each of the major subject areas); (3) references (containing the bibliography for the teaching guide and listings of references on properties of waste materials, thermal processing, biological processes, sanitary landfill, disposal at sea, and other sources of information and assistance); (4) glossary (containing definitions for terms associated with solid wastes); and (5) Florida Projects (providing a listing of Florida's governmental and private resource recovery facilities and a listing of Florida's small scale recycling projects). (ML)

ED 275 557 SE 047 564

Echaore, Susan D.
The Solar System. Earth Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-915510-80-4
PUB DATE- 82
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aerospace Education; Astronomy; *Earth Science; Educationally Disadvantaged; Elementary Education; *Elementary School Science; *Science Activities; Science Education; *Science Instruction; Slow Learners; Solar Energy; Space Exploration; Space Sciences; *Special Education
IDENTIFIERS- Special Needs Students
The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic concepts about how the earth moves and its relationship to other planets and the sun. Six separate units include: (1) what is your space address; (2) the planet we live on; (3) our moon; (4) our sun; (5) our solar system; and (6) exploring our solar system. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 183 FL 016 125

Ostman, Jan-Ola, Ed.
Cohesion and Semantics. Reports on Text Linguistics. Meddelanden Fran Stiftelsens for Abo Akademi Forskningsinstitut, Nr 41.
SPONS. AGENCY- Abo Akademi (Finland).
REPORT NO.- ISBN-951-648-447-6
PUB DATE- 78
NOTE- 185p.; For individual papers, see FL 015 126-134.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Ambiguity; *Coherence; *Cohesion (Written Composition); *Discourse Analysis; Foreign Countries; Idioms; Language Variation; Linguistic Theory; Logical Thinking; Metaphors; Persuasive Discourse; *Semantics; Semiotics
IDENTIFIERS- Simplification (Language)

This collection of papers on semantics and cohesion is organized into two sections: Meaning and Semantics, and Textual Cohesion. Titles and authors are as follows: "Functional Text Semantics, Idioms, and Variability" (Jan-Ola Ostman); "On the Degree of Motivation in Signs Used in Metaphors Involving Plant Symbolism" (Ralf Norrman); "'Hence'--An Iconoclastic Study on Logic, Language and Argumentation" (Johan Van der Auwera); "Montague Grammar and the Aims of Linguistics and Logic" (Bengt-Olof Qvarnstrom); "Coherence, Pseudo-Coherence, and Non-Coherence" (Nils Erik Enkvist); "An Analysis of Textual Cohesion in a Passage from Maria Gripe's 'Hugo och Josefin'" (Erik Andersson); "Some Aspects of Discourse and Cohesion" (Liisa Korpimies); "Some Observations on Cohesion and Coherence in Simplified Texts" (Liisa Lautamatti); and "Felicity Conditions, Preferred Interpretations, and Disambiguations of Pronominal Reference in Reported Speech" (Nils Erik Enkvist). (MSE)

ED 275 200 FL 016 176

Kienbaum, Barbara E.; And Others
Communicative Competence in Foreign Language Learning with Authentic Materials. Final Project Report.
Purdue Univ., Calumet, IN. Dept. of Foreign Languages and Literatures.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 36p.
GRANT- G008440253
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *College Second Language Programs; College Students; *Communicative Competence (Languages); *Course Organization; French; German; Higher Education; Instructional Effectiveness; *Instructional Materials; *Realia; Second Language Instruction; *Second Language Learning; Spanish
IDENTIFIERS- *Authentic Materials; Communicative Approach; Purdue University Calumet IN

A college second language program compared the effectiveness of traditional second language instruction and a communicative approach in second year French, German, and Spanish courses. The communicative classes used only authentic materials, thematically organized and prepared for classroom use by the instructors. Similar topics were addressed in each language. Testing of all language skills (listening, speaking, reading, and writing) involved functional language use situations. Comparison of the test results of the experimental and control groups showed no significant differences between them, but an attitude survey of both groups revealed that students responded favorably to the absence of a traditional text. However, while some students thrived on the responsibility offered by the communicative approach, and the experimental group seemed generally well-motivated, some missed the traditional vocabulary lists for each topic, the review of grammatical structure, and the disciplined structure of finite content and testing. The program's teachers found that selection and planning for using the authentic materials required considerable extra preparation time, and that they needed to minimize their role of authority to encourage the students' direct contact with the culture. Students seemed to favor current events materials and gained respect for the new points of view they encountered. (MSE)

ED 275 215 HE 018 886

Minorities in Higher Education. Fourth Annual Status Report.
American Council on Education, Washington, D.C.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036 ($5.00, single copy; $4.00, 2-10 copies; $3.00, 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Administrators; Black Colleges; *College Attendance; College Entrance Examinations; College Faculty; College Students; *Degrees (Academic); Enrollment Influences; *Enrollment Trends; Females; Graduate Students; Higher Education; Males; Medical Students; *Minority Groups; Professional Education; *Racial Distribution; Undergraduate Students

Information on minority participation in U.S. higher education is presented. Educational developments from 1970 through 1983 and projections through 1993 are covered, with attention to enrollments, remedial education, faculty, degrees, and majors, and trends for minorities. Also covered are: desegregation, historically black colleges, the shortage of minority teachers, and factors influencing access (dropout rates, testing, admission standards, and financial aid). Data include: trends in total enrollment by level of institution and race/ethnicity and citizenship status, fall 1976 to fall 1982; 1982 enrollments by sex for full-time and part-time students by control and type of institutions for Black, Non-Hispanics, American Indian/Alaskan Natives, Asian or Pacific Islanders, Hispanics, and White, Non-Hispanics; Black students enrolled in all institutions and in traditionally Black institutions by type and control of institution, fall 1976 and fall 1982; total and Black graduate and first professional enrollments by enrollment status; college headcount enrollment in the West by state, level, and racial/ethnic group; medical school enrollments, by race, ethnicity, and national origin; earned degrees conferred by level of degree and recipients' race/ethnicity; and race/ethnicity of faculty and administrators. (SW)

ED 275 242 HE 019 742

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Computer and Information Science for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Programs; *Computer Science; Departments; *Full Time Faculty; Higher Education; *Information Science; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 2,444 faculty in the field of computer and information science are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 107 public and 96 private colleges reported on computer and information science faculty salaries, while 126 public and 129 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 26.9% at public colleges and 21.1% at private colleges. The average salary for computer and information science faculty was 2% above the average faculty salary in the other 40 disciplines for both public colleges and private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 355 JC 860 538

Cordrey, LeRoy J.
A Report on Former MGM-GATE Students at Fullerton College, Fullerton, California. 1985-1986.
Fullerton Coll., CA. Office of Research and Planning.
PUB DATE- May 86
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; *Academically Gifted; Burnout; Cognitive Style; Community Colleges; Depression (Psychology); Educational Attitudes; *High Risk Students; Program Development; Psychological Evaluation; *Psychological Patterns; *Student Characteristics; Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students; *Underachievement

As part of an effort to develop a nontraditional alternative educational program for mentally gifted and talented students at Fullerton College, a study was conducted to determine the characteristics of 72 self-identified gifted students and to look at differences between high potential-low achievement students and high potential-high achievement students. Participants were asked to complete a battery of tests and questionnaires including the California Psychological Inventory, Study Attitudes and Methods Survey, Myers-Briggs Type Indicator Form G, Short Form of the Multiscore Depression Inventory, Modified Maslach Burnout Inventory, Beck Depression Inventory, Cognitive Style Questionnaire, and Student Academic Maintenance Study. In addition, academic records from college and high school were examined, and almost all participants were interviewed. The study revealed that the participants: (1) were unclear in their educational motivations and objectives; (2) demonstrated various skill deficiencies in cognitive processes; (3) manifested high "need for achievement" and low achievement on life tasks and academic performance; (4) manifested cognitive styles customarily not associated with high performance in standard academic institutional processes; (5) were likely to be "high risk" students; (6) manifested classic "burn-out" behavior such as exhaustion, cynicism and counter-productive behavior; and (7) manifested highly divergent career and avocational interests. (LAL)

Cohen, Arthur M.
Toward More Precise Measures of College Contributions. Southern Association of Community and Junior Colleges Occasional Paper, Volume 5, Number 1.
Southern Association of Community and Junior Colleges.
PUB DATE- Jan 87
NOTE- 5p.
AVAILABLE FROM- Editor, SACJC Occasional Paper Series, Piedmont Virginia Community College, Charlottesville, VA 22901 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Academic Education; *College Curriculum; College Role; *Community Colleges; Curriculum; Data Collection; Definitions; *Educational Objectives; General Education; Liberal Arts; Research Problems; *Student Educational Objectives; *Transfer Programs; Two Year Colleges; Two Year College Students

A major reason for the paucity of usable data on the contributions and effectiveness of community colleges is that the definitions on which the data are based are imprecise. Colleges' contributions might be better understood if their functions were reconceptualized. The collegiate dimension of community colleges (i.e, that portion of the curriculum stemming from the liberal arts and the services designed to promote transfer) does not resemble the contemplative, text-centered courses that are held as the university ideal, but instead is oriented towards general education. While the collegiate dimension of the community college serves the general education function well, it is inappropriate to characterize this curriculum as a transfer program. The fact that a class carries transfer credit is an artifact of college accreditation, staffing, and financing, having little to do with the perceptions, goals, or intentions of the students who are enrolled. To differentiate curriculum content from student intent, the curriculum could be characterized as comprising liberal arts (i.e., science, social science, humanities, and fine and performing arts) and skills (i.e., basic, recreational, occupational) courses. Students' intentions can be determined by asking the students to indicate whether they are attending college at this time to: (1) prepare for transfer to a four-year college or university; (2) gain skills necessary to enter a new occupation; (3) gain skills necessary to retrain, remain current, or advance in a current occupation; or (4) satisfy a personal interest. By separating questions of curriculum content from student intent, both may be assessed more accurately. (LAL)

ED 275 426 PS 016 128

Ritter, Jean M.; Langlois, Judith H.

The Role of Physical Attractiveness in the Observation of Adult-Child Interactions: Eye of the Beholder or Behavioral Reality?

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Biennial International Conference on Infant Studies (5th, Los Angeles, CA, April 10-13, 1986).
GRANT- NIMH-MH-31881
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Experimenter Characteristics; Females; *Observation; *Physical Characteristics; *Researchers; *Research Methodology; Videotape Recordings
IDENTIFIERS- *Adult Child Relationship; *Physical Attractiveness

The susceptibility of observations of adult-child interactions to bias due to the physical attractiveness of target persons was examined. Facial features of target persons were occluded in one version of a videotape and unoccluded in another, otherwise identical version. Using a global rating system and a molecular coding strategy, 38 trained observers coded occluded and unoccluded versions of four videotapes, two of which were of attractive targets and two of unattractive targets. Findings indicated that the observers were significantly and favorably biased toward attractive women, when making global judgments about behavioral interactions. No bias was obtained, however, when observers used a molecular coding strategy. The results demonstrate the need to be cautious about employing and interpreting global ratings and suggest that molecular coding techniques may insulate observers from bias due to the attractiveness of the observed person. (Author/RH)

Gray, Judith A., Ed.; And Others
The Federal Cylinder Project: A Guide to Field Cylinder Collections in Federal Agencies. Volume 2, Northeastern Indian Catalog and Southeastern Indian Catalog.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 85
NOTE- 421p.; For volumes 1 and 8, see RC 015 957 and RC 015 959.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indian Languages; *American Indians; Audiodisks; *Audiotape Recordings; Cultural Background; *Ethnography; *Music; Primary Sources; Social Science Research; Tribes
IDENTIFIERS- Densmore (Frances); Ethnolinguistics; *Ethnomusicology; Federal Cylinder Project; Library of Congress; United States (Northeast); United States (Southeast); *Wax Cylinder Recordings

Two catalogs inventory field-recorded wax cylinders which document the music and language of Indian tribes in northeastern and southeastern United States from 1890-1930. The Northeastern Indian Catalog contains entries for 738 cylinders comprising 16 music and spoken word collections from the Chippewa, Fox, Iroquois, Kickapoo, Menominee, Passamaquoddy, Sauk, Shawnee, and Winnebago. The Southeastern Indian Catalog contains entries for 268 cylinders comprising 6 music and spoken word collections from the Alabama, Catawba, Cherokee, Chitimacha, Choctaw, and Seminole. Each catalog has its own introductory chapter and is divided into alphabetically arranged segments representing individual tribes or culture groups; cylinders in each segment are listed alphabetically by collector or collection. Introductions to each segment summarize basic information of scope, recording locations and dates, institutional affiliations, collectors, and collection characteristics. Bibliographies list published and unpublished materials. Catalog entries refer to individual cylinders and contain cylinder number, Archive of Folk Culture number, number assigned by collector, duration and quality of cylinder, collector's description of contents, performer, recording location and date, and notes containing technical information about sound quality, textual clarification, and genre classification. Maps show sites of field recordings. Photographs of collectors and performers appear throughout. Concordances accompany two large collection segments. (LFL)

ED 275 497 SE 047 470

Nye, Barbara A.; West, Barbara A.
SPINOFFS: Mathematics and Science Computer Learning Experiences.
Tennessee State Univ., Nashville. Center for Training and Technical Assistance.
SPONS. AGENCY- Tennessee Higher Education Commission, Nashville.
REPORT NO.- TSU-86-0153(A)-C-531317
PUB DATE- Jul 86
NOTE- 129p.
AVAILABLE FROM- Center for Training and Technical Assistance, Tennessee State University, 10th and Charlotte Ave., Nashville, TN 37203 ($20.00, $15.00 if ordering 5 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Learning Activities; *Mathematics Instruction; Microcomputers; Primary Education; *Science Instruction
IDENTIFIERS- *Tennessee

The premise behind this document is that a generation gap is opening between 8-year-olds and 16-year-olds in terms of technological respect, ease of hardware usage, and understanding of process tools. Therefore, this publication seeks to develop awareness and skills with data bases, computer graphics, programming, spreadsheets, simulations, problem solving, computer-assisted instruction, and other computer uses in mathematics and science in the early elementary grades. Teachers from five school systems in Tennessee explored appropriate hardware and software to develop technology-based learning as an integrated part of the elementary school classroom environment. Science and mathematics software was field-tested in 31 classrooms in kindergarten and grades 1-3. More than 100 pieces of software were reviewed, using 12 criteria. The reviews include title, publisher, price, summary of curriculum recommendations, intended use, how to load and command functions, curriculum possibilities, and learning center activities. Information on related teacher inservice activities and learning centers is included. Sections then concern science software reviews with and without curriculum activities and mathematics software reviews with and without curriculum activities. A listing of software paralleling the goals and strands of Tennessee's "Basic Skills First Curriculum Guides" is included. (MNS)

ED 275 527 SE 047 509

Energy Conservation Activities for Elementary Grades (Or: How to Help Slim Down the Energy Monster). Iowa Developed Energy Activities Sampler, Intermediate 3-5.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.

PUB DATE- 86

NOTE- 124p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cognitive Processes; Electricity; Elementary Education; *Elementary School Curriculum; *Energy Conservation; *Energy Education; Environmental Education; Grade 3; Grade 4; Grade 5; Instructional Materials; Interdisciplinary Approach; *Learning Activities; Learning Processes; Piagetian Theory; Science Education; Social Studies; State Curriculum Guides

IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This booklet provides activities for teachers in the intermediate elementary grades (3-5) and is designed to enable students to develop a comprehensive understanding of energy concepts. Each of the 26 activities include: (1) the subject area for which the activity was intended; (2) the grade level; (3) a brief descriptive statement about the activity itself; (4) the objective(s); (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. The focal points of the document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 275 228 HE 019 689

Reauthorization of the Higher Education Act, Title III: Developing Institutions, Volume 6. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Washington, DC, July 30, 1985; Atlanta, Georgia, September 13, 1985; Washington, DC, September 19, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Sep 85

NOTE- 454p.; Serial No. 99-48. For volumes 3-8 of these hearings, see HE 019 686-691. Document contains small type.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Black Colleges; Community Colleges; *Developing Institutions; Eligibility; Equal Education; Federal Aid; *Federal Legislation; Government School Relationship; Hearings; *Higher Education; Institutional Survival; *Low Income Groups; *Minority Groups; Position Papers; Public Policy

IDENTIFIERS- Congress 99th; *Higher Education Act Title III Hearings on reauthorization of the Higher Education Act of 1965

focus on Title III or institutional aid. Title III is the largest nonstudent assistance program and was established to strengthen the academic quality of developing colleges by financing special projects and programs at individual colleges and by increasing the use of consortia and cooperative arrangements. Although black colleges have been the primary beneficiaries of Title III, many small colleges have also benefited. Program goals were to improve an institution's academic quality, management, or fiscal stability. A bill to revise and modify Title III, H.R. 2907, seeks to eliminate confusion about institutional eligibility and provide direct assistance to minority institutions and traditional colleges and universities serving large numbers of low-income minority students. The bill also introduces two new concepts to the Higher Education Act that establish set-asides for historically black colleges and universities and for national-origin-based higher education institutions (i.e., Hispanic, Native American, and Pacific-Basin institutions). The bill would preserve the 30 percent set-aside of funds for junior and community colleges and would authorize the first 5 years of a 10-year program of aid to historically black institutions. The text of the bill is included, along with prepared statement and testimony of witnesses. (SW)

ED 275 272 HE 019 788

Shepard, Ira Michael; Olsen, Harry
Employee Privacy Rights: A Management Guide.
College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-75-2
PUB DATE- 86
NOTE- 106p.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036-1250 ($27.00, nonmembers, $16.00, members; $1.25 handling charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrator Guides; Civil Liberties; Confidential Records; *Court Litigation; *Disclosure; Employer Employee Relationship; *Employment Practices; Higher Education; Information Needs; Job Applicants; Legal Problems; *Personnel Policy; Polygraphs; *Privacy; Program Administration; *State Surveys

Employee privacy rights are considered, along with practical problems and permissible parameters of employer activity. Included is a state-by-state analysis of the status of workplace privacy. Definitions are offered of "invasion of privacy," with attention to four types of privacy invasions: (1) placing someone in a "false light," (2) the public disclosure of embarrassing private facts, (3) intrusion into someone's solitude, and (4) misappropriation of someone's right to publicity, to the pecuniary advantage of the defendant. Avoiding invasion-of-privacy and defamation claims requires a coordinated program of information management covering all phases of the employment relationship. For the following employment issues, legal protections are examined, along with actions that can be taken to implement and maintain a management information policy: preemployment screening procedures, employee records, use of polygraphs, drug testing, employee searches and surveillance, regulation of nonworking time, and employment references. The state guide to right-to-privacy includes citations of relevant statutes and case law, along with narrative explanation. (SW)

ED 275 298 IR 012 355

Edwards, Bernell J.
Low-Cost Avionics Simulation for Aircrew Training.
Air Force Human Resources Lab., Williams AFB, Ariz.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-85-38
PUB DATE- Jul 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aircraft Pilots; Aviation Technology; Comparative Analysis; Computer Assisted Instruction; *Computer Simulation; *Cost Effectiveness; *Instructional Effectiveness; *Intermode Differences; Microcomputers; Military Training; Questionnaires; *Training Methods

This report documents an experiment to determine the training effectiveness of a microcomputer-based avionics system trainer as a cost-effective alternative to training in the actual aircraft. Participants--26 operationally qualified C-141 pilots with no prior knowledge of the Fuel Saving Advisory System (FSAS), a computerized fuel management system for C-141 and C-5A aircraft--were randomly assigned either to an experimental group to receive training on the FSAS via the microcomputer-based, self-tutorial trainer or to a control group to be trained by an instructor on the flight deck of an FSAS-equipped C-141 aircraft. Both groups were trained to criterion proficiency on eight basic FSAS tasks, and time required to achieve proficiency was measured for all subjects on all tasks. As a result of training, the experimental group achieved a mean proficiency rating across the eight tasks which was significantly superior to that of the control group. Moreover, a transfer effectiveness ratio applied to assess transfer of training from the experimental trainer to the criterion task in the aircraft indicated the experimental trainer was fully as effective as aircraft training for the tasks and yielded a cost benefit ratio of 4.76 to 1 (aircraft training cost versus microcomputer trainer cost), which demonstrates the potential benefit of the experimental trainer to reduce training cost. Additional data are presented in two tables, and references are provided. The trainer tryout questionnaire and cost data documentation are appended. (Author/KM)

ED 275 312 IR 012 372

Akiyama, Takashiro; Kodaira, Sachiko Imaizumi
The Role of Educational Broadcasts in Japanese Schools, 2nd Edition.
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
PUB DATE- 86
NOTE- 51p.; For the first edition, see ED 263 896; for reviews of research on television for children and on educational television in Japan, see IR 012 373 and ED 263 896.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Innovation; *Educational Radio; *Educational Television; Elementary Secondary Education; Foreign Countries; History; National Surveys; Programing (Broadcast); Teaching Methods; *Television Research; Use Studies; *Video Equipment; Videotape Recordings
IDENTIFIERS- *Japan

School broadcasting has a relatively long history in Japan. Radio programs intended for school use were inaugurated by NHK (Japan Broadcasting Corporation) in 1935, and school television broadcasting began in 1953. As of April 1986, the NHK sends 7 hours and 30 minutes of radio programs and 32 hours and 15 minutes of television programs per week, which are aimed at various levels from kindergarten through senior high. Approximately 24,200 primary schools (97%) use at least some of NHK's school broadcasts. The first big change in educational broadcasting in schools in the past 35 years was in 1960 when radio and television utilization rates exchanged places and television took the lead. The second change has been the diffusion of videotape recorders (VTRs) and the increase in use of recorded programs. Many schools are now setting up VTR tape libraries for school use. This paper introduces the history of educational broadcasting in schools, and discusses current problems of school broadcast utilization based on results from various research studies, including nationwide annual surveys of the utilization of school broadcasting since 1950. This second edition of the report provides statistics on school broadcasting for 1985 as available; the first edition reported 1983 statistics. (DJR)

ED 275 341 IR 051 689

Standards for School Library Media Programs in Maryland.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Facilities; *Library Standards; Media Selection; Program Descriptions; *Program Evaluation; *School Libraries; State Programs; *State Standards
IDENTIFIERS- *Maryland

Designed to be used as guidelines in the review process for school library media programs in Maryland, these standards were adopted by the Maryland State Board of Education in an effort to improve, support, and encourage school media programs throughout the state. The statement of purpose for the school library media program is provided, and standards governing the program's philosophy, goals and objectives, instruction, staffing, resources and resource services, facilities, and evaluation are presented. Criteria statements following each standard are designed to guide school personnel in determining an appropriate rating for each standard. A brief explanation of the school library media program is also provided, and the review process is summarized. Four appendices present additional information about school library media centers: (1) definitions; (2) guidelines for basic collections of material and equipment; (3) recommended space allocation; and (4) staff assignments. A listing of the School Library Media Standards Committee Members is also provided. (KM)

ED 275 382 JC 860 577

Petit, Susan, Ed.
Issues in California Community Colleges. Forum, 1986.
Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Activism; *College Faculty; Community Colleges; *Learning Disabilities; Lobbying; Mission Statements; *Program Evaluation; Program Improvement; *Remedial Instruction; Remedial Programs; Special Programs; Student Placement; Teacher Role; Two Year Colleges
IDENTIFIERS- *California

This issue of "Forum," a journal designed to provide a marketplace of ideas for California community college faculty, contains six articles on current educational concerns. First, "Seeking a Working Vision: Community Colleges and the Mission Statement," by Richard A. Garcia, argues that community colleges must put joint emphasis on vocational and transfer education, with remediation offered as a support service. Next, Bruce Anders' article, "A Pair of Shoes: Relating Remediation to Transfer," recommends ways to make remedial courses relate more directly to students' interests and majors. In "Remediation and Placement," Evanne Jardine puts forth an argument for more comprehensive student testing, placement, and follow-up, and more evaluation of remedial programs. Judy Markline's article, "A Computerized Model for Program Evaluation," describes a model which provides comprehensive information on student outcomes. Next, "Learning Disabilities and Academia," by Martha Kanter offers information on the nature of learning disabilities and describes programs and services being offered by community colleges. Finally, in "Teaching the Legislature," John McFarland encourages community college faculty to take an active political role in working for the improvement of programs and facilities at their schools. A listing of the Academic Senate Officers and Executive Committee members is included. (LAL)

Rogoff, Barbara; And Others
Infants' Instrumental Social Interaction with Adults.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 14 Nov 85
NOTE- 38p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).
GRANT- NICHHD-HD-16793-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Criteria; *Individual Development; *Infant Behavior; *Interpersonal Relationship; Interrater Reliability; Longitudinal Studies; Nonverbal Communication; Success; Videotape Recordings
IDENTIFIERS- *Adult Child Relationship; Developmental Patterns; *Social Referencing

Examined are developmental changes in infants' strategies for using adults instrumentally to achieve goals. Data were derived from longitudinal observations of 1 girl and 1 boy twin individually interacting with 21 somewhat or totally unfamiliar adults at 2- or 3-week intervals from the age of 4 to 15 months, inclusive. Videotapes of interactions were viewed by four observers paired randomly and working independently. Findings indicated an increase in agreement between observers as infants grew older. The manner in which babies attempted to influence adults suggested that babies as young as 4 to 6 months of age may engage multiple means to use adults to implement goals. While babies at the earliest age use adults as tools without obvious acknowledgement of the existence of the other as a person, babies as young as 6 months may use more sophisticated strategies that are less direct and more communicative, such as self-initiated eye contact and symbolic gestures. It is not until the end of the first year that the infants used sustained and complex conventional symbols such as symbolically demonstrating the action to be performed or using words or nods. All the infants, even the youngest, were persistent. (RH)

ED 275 440 PS 016 149

Bittle, Monnie L.; Clark, M. L.
Friendship Expectations and the Assessment of Present Friendships.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Orlando, FL, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Elementary Education; *Elementary School Students; *Evaluation; *Expectation; *Friendship; Grade 3; Grade 5; Racial Differences; *Sex Differences
IDENTIFIERS- Friendship Assessment Inventory; *Reciprocity

The relationship of expectations and assessments of friendships among third and fifth graders was studied. Particular attention was given to (1) the relationships between friendship expectation (FE), the assessment of present friendships (FA), and friendship reciprocity (FR); (2) gender, racial, and grade level differences in these same three areas; and (3) whether similarity to best friends in the areas of FE and FA differed as a function of FR, gender, or grade level of the friendship dyad. Friendship expectations were measured in four areas: mutual activity, conventional morality, loyalty and commitment, and empathic understanding. A total of 100 subjects participated in the study. As expected, friendship expectations were found to be highly correlated with friendship assessments. Females were found to have higher correlations between expectancies and assessments than males; however, these differences were not statistically significant for all of the four dimensions measured. Females were found to expect more from their relationships than males. No differences were found between third and fifth graders. On the basis of sociometric information, friendship dyads were identified and categorized as reciprocal (i.e., mutual selection) or nonreciprocal (i.e., one-way selection). It was found that children's expectations do influence their choice of friends and that actual friends possess the qualities children view as necessary for a good relationship. (Author/RH)

Jensen, Mary A.
Preparing Early Childhood Teachers To Become Advocates: A New Challenge for Teacher Education.
PUB DATE- 15 Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; *Communication Skills; *Debate; Early Childhood Education; *Elementary School Teachers; Guidelines; Higher Education; *Preschool Teachers; *Preservice Teacher Education
IDENTIFIERS- *Advocacy Training; *Educational Issues

Teacher education students surveyed about their perceptions of child advocacy indicated that to become successful advocates they needed to become more self-confident and politically aware and to be able to communicate effectively with knowledge of current issues, advocacy methods, and the political system. In order to facilitate the training of early childhood educators in one technique of effective advocacy, this paper offers a framework for analyzing child advocacy/early education issues and provides guidelines for developing debate arguments. Contents answer the following questions: (1) What is an issue? (2) How can questions underlying a debate issue be formulated? (3) How can plausible arguments be developed? (4) How can teams prepare for an informal debate? (5) What is the format of the informal debate? (6) What strategies are helpful during delivery of a debate? The debate process outlined in the paper is provided to encourage students to "find their own answers" to current issues and to incorporate advocacy training into teacher education. (RH)

ED 275 542 SE 047 525

New Directions for Biosciences Research in Agriculture. High-Reward Opportunities.
National Academy of Sciences - National Research Council, Washington, DC. Board on Agriculture.
SPONS. AGENCY- Agricultural Research Service (DOA), Washington, D.C.
REPORT NO.- ISBN-0-309-03542-2
PUB DATE- 85
NOTE- 136p.
GRANT- 59-32R6-3-217
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($11.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Agricultural Engineering; *Agricultural Production; *Agricultural Trends; Agriculture; Animal Husbandry; Biological Influences; *Biological Sciences; Botany; Genetic Engineering; Genetics; Pests; Plant Growth; Plant Pathology; *Research Needs; *Research Opportunities
IDENTIFIERS- *Agricultural Sciences; Biotechnology

To aid in the effort to define comprehensive long-range planning goals in bioregulation, the Agricultural Research Service (ARS) asked the Board of Agriculture of the National Research Council to undertake a study of the ARS research programs concerned with bioregulation. (For the purposes of this study bioregulation was interpreted broadly to be basic studies of key processes in the biosciences). This document presents specific program objectives for long-term research in the areas of: (1) genetic engineering; (2) food animals (with references to disease, growth and metabolism, and development and reproduction); (3) crops (citing needs relating to carbon and nitrogen input, growth and development, and physicochemical stress); and (4) plant diseases and insect pests (including plant-pathogen interactions, biological control, insect neurobiology, and pesticides). In addition, an attempt is made to define an optimal climate for basic research to occur. Is is recommended that ARS implement a comprehensive program which would help create this climate for productive research. A list of ARS laboratory groups visited is appended. (TW)

ED 275 558 SE 047 565

Friedland, Mary
Earth Resources. Earth Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-88102-025-7
PUB DATE- 84
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Air Pollution; Conservation (Environment); *Earth Science; Elementary Education; *Elementary School Science; Environmental Education; Fuel Consumption; Minerals; *Natural Resources; *Science Activities; Science and Society; Science Education; *Science Instruction; *Special Education; Water Resources
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with fundamental concepts about natural resources. Six separate units include: (1) air; (2) water; (3) living off the land; (4) fossil fuels; (5) minerals; and (6) save your resources. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 572 SO 017 340

Newman, Sally
A Curriculum on Aging in Our Schools: Its Time Has Come.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Brookdale Institute on Aging and Human Development (New York, NY, November 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Aging (Individuals); *Aging Education; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Interpersonal Competence; Learning Activities; Older Adults

The paper discusses some of the available curricula on the aging, their goals, their shared characteristics, and some outcomes of the curricula. Appearing in several formats for grades K-12 classroom use and including texts, videos, and workbooks, the curricula are presented as activities that may be integrated with other prescribed content. Each curriculum has universal fundamental goals: to help children develop a deeper awareness, understanding, and acceptance of the aging process, and an appreciation of the contributions made to society by older persons. Inherent in each curriculum are 19 consistent themes grouped into four categories that address fundamental issues related to aging. The categories are: the aging process; social issues related to aging; who are the elderly; and the young and the old. Examples of curricular experiences that incorporate the themes of the categories are briefly described for each grade level from kindergarten through 12th grade. The expected outcomes of these curricula on aging are illustrated by comments from students and older participants, with informal anecdotal reports from teachers who give additional insight regarding emotional/personal growth. It is concluded that such programs have not only enhanced intergenerational understanding but are having a positive educational, sociological, and philsosphical impact as well. (TRS)

ED 275 184 FL 016 126

Ostman, Jan-Ola
Functional Text Semantics, Idioms, and Variability.
PUB DATE- 78
NOTE- 25p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; *Idioms; *Language Variation; *Linguistic Theory; *Semantics

A functional theory of semantics that accounts for idioms, rigid expressions, and language variability and indeterminacy is explored. The theory is based on the distinction between language as a natural, social phenomenon and linguistic systems as the constructions of linguists, and avoids the usual tendency of theory to assume that language is a logical system. It allows for explanation of variability as the creation of linguistic forms within given contexts, without attempting to pin it down to a specific rule, and distinguishes between structural and functional indeterminacy. Idioms, metaphors, the use of prepositions with unforseeable illocutions, fantasy, science fiction, and interpretable and uninterpretable nonsense are treated as the result of a form of indeterminacy, or creativity--an unpredictable condition within conventional linguistic theory. (MSE)

Howe, Richard D.; Simmons, David N.
Salary-Trend Study of Faculty in Multi-Interdisciplinary Studies for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 344 faculty in the field of multi-interdisciplinary studies are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 18 public and 18 private colleges reported on salaries for faculty in multi-interdisciplinary studies, while 19 public and 19 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 24.0% at public colleges and 19.3% at private colleges. The average salary for faculty in multi-interdisciplinary studies was below the average faculty salary in the other 40 disciplines (2% below for public colleges and 7% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 327 IR 051 674

Biggs, Penelope T., Ed.
Current Research in Library & Information Science. Volume 3, Numbers 1-4.
Library Association, London (England).

PUB DATE- 85
NOTE- 317p.
AVAILABLE FROM- The Library Association, Ltd., 7 Ridgmount Street, London WC1E 7AE, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Indexes; Information Science; *Library Research; *Research and Development; Researchers; *Research Projects
IDENTIFIERS- Research Summaries

Designed to provide international coverage of current research in library and information science, this quarterly journal indexes investigations, studies, surveys, and evaluated innovations. Doctoral, post-doctoral, and research staff-level work, and in-house or action research from practicing librarians, information workers, archivists, and documentalists are included in the main section, "Current Research, Development, and Investigation." Each standard entry provides information on personnel, expected duration of the work, funding, references, contacts, aims, and a full history of the project. Entries in the main section are arranged according to the Classification Research Group's "A Classification of Library and Information Science" (1971), and each project is assigned a serial number. Cross-references to main section entries are provided in the Alphabetical Subject Index and the Name Index. Sub-doctoral theses and dissertations are listed separately and are not indexed. A description of the classification scheme and a list of abbreviations and acronyms commonly used in current research is also provided. Issues 1 through 3 of this volume contain new work only; Issue 4 is cumulative, listing with updates all current projects and those completed in the past year. (KM)

ED 275 396 PS 016 034

de Pietro, Leslie; Vukelich, Goranka
State Early Childhood Experts at High/Scope Conference Grapple with Designing, Enacting Pre-K Legislation.
PUB DATE- Jun 86
NOTE- 8p.; Summary report of the High/Scope National Policy Conference (Clinton, MI, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- *Early Childhood Education; *Educational Legislation; *Policy Formation; *Politics of Education; *State Programs
IDENTIFIERS- Illinois; Massachusetts; South Carolina

This paper reports on the High/Scope National Policy Conference, which was concerned with the process of designing good early childhood legislation and the political processes that enhance or impede legislative passage. Discussion began with an overview of the range of options facing policymakers as they attempt to design legislation or write regulations to govern state-funded programs. Following the overview, three states were featured for an in-depth look at their experience in designing and implementing early childhood legislation: South Carolina, Massachusetts, and Illinois. Concluding discussion focused on curriculum issues including the relative merit of different curriculum models, quality programs in the public schools, and the need for a comprehensive, systematic curriculum based on accepted child development principles. (RH)

ED 275 483 RC 015 981

Garland, Barbara K.
The Possible Effects of Nutritional Status and Growth of Children on the Economic Potential of West Virginia.
PUB DATE- Oct 85

NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; Children; Child Welfare; Economic Development; Foreign Countries; *Futures (of Society); *Health Needs; Long Range Planning; Low Income; *Low Income States; Mental Health; *Nutrition; Physical Health; Poverty Areas; State Action; State Programs
IDENTIFIERS- *Economic Impact; *West Virginia

Meeting nutritional needs of children in West Virginia is vital to the state's economic development. A malnourished, uneducable population will be unemployable in a high tech society and the state cannot afford custodial and welfare costs resulting from childhood malnutrition. Evidence of nutritional need in West Virginia includes low rate of participation in Food Stamp and Women, Infant and Children Supplemental Food Programs, dependence on food bank supplies high in fat and cholesterol, low birthweights, the nation's highest postneonatal mortality rate, short stature of school children, and high unemployment rates. Other effects of malnutrition include light weight, decreased mental capacity, and susceptibility to infection. Other states and nations have developed nutrition policies to produce an educable population. Increased aid to families in Maine, Vermont, and Massachusetts resulted in lower infant mortality rates. Japan's post-war nutrition policy increased the size and performance of its population. Recommendations for improving nutritional status include a state government policy panel and position responsible for nutritional well-being, statewide nutritional/health survey, and nutritional screening at school entry. Supplementary tables accompany the text. A 73-item reference list is included. (LFL)

ED 275 513 SE 047 493

Sprung, Barbara; And Others
What Will Happen If...Young Children and the Scientific Mind.
Educational Equity Concepts, Inc., New York, NY.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
REPORT NO.- ISBN-0-931-62902-0
PUB DATE- Mar 86
NOTE- 126p.
AVAILABLE FROM- Educational Equity Concepts, Inc., 440 Park Avenue South, New York, NY 10016. ($10.95 plus $1.50 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Early Childhood Education; *Elementary School Science; *Learning Activities; Mathematics Education; *Physical Sciences; *Problem Solving; Process Education; Science and Society; Science Education; *Skill Development; *Technology

Based on the premise that exposure to science and technology is important in early childhood curricula, this guide was developed to help teachers incorporate mathematics, sciences, and technology-related activities into existing programs. Activities contained in this guide focus on concepts in the physical sciences and in the development of visual-spatial and problem-solving skills. The guide has built into each activity ways to ensure that all children participate equally regardless of sex, race, or disability. Major sections include: (1) introduction (focusing on equity issues, early childhood environment, and the rationale for the guide); (2) using the scientific method with young children (explaining the format of the guide, nature of the scientific method, and the role of the teacher); (3) preliminary activity (creating a collage on what scientists do); (4) water and sand (exploring the concept of flow); (5) blocks (explaining momentum with ramps and balls); (6) bottles and liquids (concentrating on solubility, density, and viscosity); (7) machines (consisting of technologically oriented activities); and (8) resources (identifying math and science materials for children, teachers, and parents). (ML)

Uemichi, Isao S.
Multi-Purpose English Class: A Workshop on the Use of Literary Works of Art on Student-Centred Principles.
PUB DATE- Jul 84
NOTE- 25p.; Paper presented at the Osaka Area Mini Conference of the Japan Association of Language Teachers (Osaka, Japan, July 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); *English Literature; Essays; Foreign Countries; Grammar; Higher Education; Japanese; *Literature Appreciation; Reading Instruction; Second Language Instruction; *Student Centered Curriculum; Teacher Role; Translation; Writing Instruction
IDENTIFIERS- Alicias Diary (Hardy); Japan

This workshop text encourages the use of literature in a student-centered curriculum of English as a second language (ESL). The first section discusses the role of the teacher in the student-centered approach and outlines the reasons for using English-language literature in the Japanese university ESL course. The second section emphasizes the usefulness of literature for a variety of purposes, and describes activities and exercises for reading comprehension, translation, perusal or attentive reading, grammar instruction, and essay writing. The exercises are all based on a portion of Thomas Hardy's "Alicia's Diary," and focus on typical aspects and problems of ESL instruction to native Japanese speakers. (MSE)

ED 275 216 HE 019 122

Howell, Joe A.; Eidson, Donald R.
The Idea of an Ideal Liberal Arts College.
REPORT NO.- ISBN-0-8191-5086-X
PUB DATE- 85
NOTE- 86p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($17.75 cloth--ISBN-0-8191-5086-X; $7.50 paperback--ISBN-0-8191-5087-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Church Related Colleges; College Administration; *College Curriculum; *College Faculty; College Presidents; *College Students; Educational Objectives; Educational Philosophy; Higher Education; *Institutional Mission; *Liberal Arts; Models; Values
IDENTIFIERS- Convocations

Ideas for the success of liberal arts colleges in the last decades of the twentieth century are presented by the president of Central Methodist College. In addition to considering specific concerns affecting students, faculty, the administration, and relations with the church, philosophical views concerning an ideal or successful liberal arts college are addressed. The ideal institution would encompass: agreement by faculty and administrators on the college's mission and goals; a college president who has the personal skills to promote the shared vision of the institution; academic integrity and a clear system of values on which programs are based; personalization in administering, teaching, and learning; avoidance of oversimplification of complex issues on campus; and a curriculum that reflects a commitment to the traditional offerings in the liberal arts. Included are: a proposal outlining an ideal academic monitoring system; information on off-campus study programs; views on an ideal approach to faculty professional development; and criteria for selecting a college president at a small liberal arts college. Additional topics include: college convocation programs, faculty rewards, faculty evaluation, teaching load, the academic dean, fund raising, admissions, and alumni. (SW)

ED 275 243 HE 019 743

Howe, Richard D.; Simmons, David N.

Salary-Trend Study of Faculty in Curriculum & Instruction for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 86

NOTE- 15p.; For related documents, see HE 019 731-769.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; *Curriculum Development; Departments; Education Majors; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Schools of Education; State Colleges; *Teacher Salaries; *Teaching Methods; Trend Analysis

Average salary increases for 937 faculty in the field of curriculum and instruction are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 29 public and 8 private colleges reported on curriculum and instruction faculty salaries, while 39 public and 10 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 23.7% at public colleges and 24.7% at private colleges. The average salary for faculty in curriculum and instruction was above the average faculty salary in the other 40 disciplines (1% above for public colleges and 18% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 286 HE 019 806

Hyer, Patricia B.; Grace, Judy Diane
The Latest Higher Education Fix-It: The Blue Ribbon Commission.
PUB DATE- 22 Jul 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Society for College and University Planning (21st, San Diego, CA, July 22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; *Blue Ribbon Commissions; Change Strategies; College Administration; *College Planning; Educational Finance; Governance; Higher Education; Needs Assessment; Problem Solving; *Statewide Planning
IDENTIFIERS- *Maryland

The use of blue ribbon commissions for higher education planning is discussed, and 25 reports produced by blue ribbon commissions in 23 states between January 1981 and March 1986 are reviewed. Blue ribbon commissions are established for a fixed duration to study a specific problem and are composed of eminent individuals from a variety of backgrounds. The commission is provided with a staff and funds to fulfill its charge. A blue ribbon commission may be appointed to gain consensus for a major change, or to bring public attention to important issues, or to deal with a crisis, whether actual or impending. Analysis of recommendations from 26 blue ribbon commission reports indicates that the largest number concerned governance and finance. Most governance recommendations reaffirmed the existing structure or suggested minor changes, while the majority of financial recommendations dealt with examination of funding formulas and/or asked for an increase in the amount of money appropriated to higher education in that state. Fifteen additional types of recommendations are identified along with the frequency of each type. A brief summary of Maryland's past and current experience with blue ribbon commissions is provided as an advance warning to those who anticipate a blue ribbon commission in their state. (SW)

Ringler, Norma M.; Finlon, Mary Ann

The Effects of Postpartum Contact and Early Maternal Language Patterns on Development and Learning at Age Eight.

PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the World Congress on Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Youth; *Disadvantaged Environment; *Elementary School Students; Grade 2; *Individual Characteristics; *Individual Development; *Language Enrichment; Mothers; Personality; Primary Education
IDENTIFIERS- Developmental Patterns; *Postnatal Influences

Differences in classroom behavior and adjustment between two groups of low-income, black children were investigated in a continuing study, as subjects approached their eighth birthday. Eight experimental and nine control subjects, who had been differentially exposed to postpartum contact with their mothers and who differed in maternal language patterns and personality variables, were evaluated by their second grade classroom teacher. The teacher used the Devereaux Elementary Behavior Scale, a measure which identifies overt potential problem behavior. Findings indicated that children who had had 16 extra hours of early and extended contact with their mothers at birth and who had experienced richer language, more complex language, more early recognition of their separateness, less controlling maternal behavior, more freedom to express themselves with more positive maternal feedback at 2 years of age showed at 8 years of age greater expressive ability, confidence, self-awareness, and creativity. These 8-year-old experimental group children had greater ability to share feelings and personal incidents than control group children. They had less anxiety about achievement, more independence, and coped with authority better than control children. They obeyed directions better, checked on the quality of their work more, and followed it to completion. They also had closer and more positive personal involvement with teachers and peers. (Author/RH)

ED 275 528 SE 047 510

Energy Conservation Activities for Elementary Grades (Or: How to Help Slim Down the Energy Monster). Iowa Developed Energy Activities Sampler, Primary K-2.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
PUB DATE- 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Electricity; *Elementary School Curriculum; *Energy Conservation; *Energy Education; Environmental Education; Grade 1; Grade 2; Instructional Materials; Interdisciplinary Approach; Kindergarten; *Learning Activities; Learning Processes; Natural Resources; Piagetian Theory; Primary Education; Science Education; Social Studies; State Curriculum Guides
IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This booklet provides activities for teachers to use in the primary elementary grades (K-2). The activities are organized into nine units, with units I through VIII containing three activities each, and unit IX serving as a final review. Each activity includes: (1) the subject area for which the activity was intended; (2) the grade level; (3) a brief descriptive statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. The focal points of the program as a whole are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 275 273 HE 019 791

Haynes, James H.
The Impact of Desegregation on Enrollments on Historically Black and Predominately White State Supported Institutions.
PUB DATE- Nov 86
NOTE- 65p.; Paper presented at the National Conference on Black Student Retention in Higher Education (2nd, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Black Students; *College Desegregation; Declining Enrollment; *Enrollment Trends; Geographic Regions; Higher Education; Public Policy; *Racial Distribution; *State Colleges; Student Recruitment; White Students

Enrollment trends at 27 historically black and 33 predominately white state-supported colleges from 1976 to 1982 were analyzed to determine if there are any major trends that jeopardize the continued existence of these black institutions. Data on 17 states and 60 institutions were collected through the U.S. Office of Civil Rights (OCR). The states were divided into three regions: southern (12 states), midwestern (2 states), and northern (3 states). An overall 11% decline in student enrollment occurred at historically black colleges between 1976 and 1982, while predominately white colleges experienced a 4% increase in student enrollment. While black colleges experienced a 5% increase in white enrollment during the period, the increase did not offset the decline in black student enrollment. Predominately white colleges, experienced a 21% increase in black students and a 3% increase in white students. Recommendations include: OCR should examine state desegregation plans with the view that enrollment quotas are detrimental to historically black colleges; and states should emphasize methods for increasing the enrollment of whites at historically black state-supported colleges. A list of colleges and statistical tables are appended. (SW)

ED 275 299 IR 012 357

Lyle, Jack
The PC: More Than an Electronic TA.
PUB DATE- Sep 85
NOTE- 27p.; Paper prepared for the National Institute of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Databases; *Educational Administration; *Educational Change; Higher Education; Input Output Devices; *Microcomputers; Online Searching; *Writing for Publication

The impact of the personal computer (PC) will affect both how college faculty will work and interrelationships between faculty and students and will aid in communication between scholars and between campuses. The PC provides educators with the opportunity to reexamine and restructure education constructively so that it provides potential for greater individual personal growth and meets the needs of post-industrial society. PC's are more accessible and increasingly user friendly, offer benefits across all disciplines, and provide revolutionary applications. Much learning and basic teaching can be done effectively by programmed instruction/reading/exercises/review and testing, which can be packaged on floppy disks. The challenge is to use the PC in ways which make more time for students to have thoughtful interactions with faculty. The relative ease with which information can be obtained through computer searching of databases and software packages that take care of statistical calculations can help facilitate the research expected of college faculty. The peril to be avoided is the use of the same data to write multiple papers and articles for presentation at the rapidly increasing number of conferences being held or for publication in the also rapidly increasing number of journals being published. To help teachers make effective use of PC's, administrators must provide training, assistance in obtaining hardware and software, and must facilitate and coordinate services between or within different departments. (DJR)

ED 275 313 IR 012 373

Kodaira, Sachiko Imaizumi
Television for Children in Japan: Trends and Studies.
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
PUB DATE- 86
NOTE- 57p.; For a document on a related topic, see IR 012 372.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Children; *Childrens Television; Content Analysis; Foreign Countries; Interpersonal Relationship; Mass Media Effects; Preadolescents; *Program Evaluation; *Programing (Broadcast); Surveys; *Television Research; Television Viewing; *Trend Analysis; Violence
IDENTIFIERS- *Japan; Passivity

In Japan, the production and broadcasting of television (TV) programs for children began in 1953. After the first few years of trial and error, children's programs gradually rose in popularity with the introduction of TV animation, dramas, special-effects photography, music/variety and quiz shows, comedies, and action dramas. Since the inception of Japan's TV services, the question of TV's impact on children has been the subject of research studies focusing on children's TV viewing time and its relation to their scholastic ability, passive receptivity, and relations with parents, friends, and teachers. None of the studies has produced solid conclusions. Since the mid-1970s, studies conducted by the NHK Broadcasting Culture Research Institute and other research organs have focused on analyzing the content of different TV programs. Under consideration has been the use of a test-produced program for preschool children to study their responses to the program and use the results in producing regular programs. Trends in TV programs for children are reported in Part I, which describes features of children's programs and other popular programs over the past 30 years with comments and examples of their impact on children. Part II discusses the findings of studies conducted over the same time period on the influence of TV on children. These studies take into account different amounts of TV viewing and study hours, intellectual capability, crime, and passivity. (DJR)

ED 275 342 IR 051 690

Hall, Noelene
Teachers, Information and School Libraries.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/17
PUB DATE- Jun 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Curriculum Guides; Guidelines; *Information Needs; Information Seeking; Inservice Teacher Education; *Library Skills; Preservice Teacher Education; *School Libraries; *Teacher Education Curriculum; Teacher Educators; *Teacher Role
IDENTIFIERS- General Information Programme; UNESCO; UNISIST

These guidelines are designed to show how teachers in both initial and continuing education should be trained to be information conscious and to integrate the use of school libraries and information skills in the curriculum. Topics discussed include information handling, school libraries, and teachers; teachers and their contexts; teacher education and information skills; and school libraries and teacher education. Three areas under which activities within teacher education could be organized are

identified: (1) information skills and teachers' professional development; (2) information skills and the school library; and (3) learning how to learn and the school library. The outline of a possible course syllabus for the instruction of teachers and prospective teachers in the educational and curricular use of school libraries is provided, the methodology/structure of the course is discussed, suggested implementation strategies are presented, and the role of teacher educators is considered. Three appendices include a select annotated bibliography that is coded to indicate the intended reading audience, extracts of documentation from two schools in the United Kingdom which illustrate the process used to develop policies for incorporating information skills across the curriculum, and four case studies which illustrate approaches being implemented within teacher education in Zimbabwe, England, the United States, and the South Pacific region. References are also provided. (KM)

ED 275 356 JC 860 542

Hollins, Carol S.; Smith, Myra Goodman

1985 Graduate Follow-Up Study.

John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Apr 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Educational Benefits; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup

In fall 1985, a follow-up survey was administered to the 1985 graduating class of John Tyler Community College (JTCC) in order to document graduate successes in the job market and in the pursuit of advanced study; to provide feedback to the administration and faculty as a basis for upgrading educational offerings and services; and to provide a summary of student opinions about their experiences at JTCC. Questionnaires were mailed to 207 graduates, requesting information on student characteristics, evaluation of student and academic services, employment experiences, and educational status. Study findings, based on a 63% response rate, included the following: (1) 52% of the respondents were female, 55% were married, 42% were between 25 and 34 years of age, 79% were white, and 61% had attended on a full-time basis; (2) job placement and counseling services received the largest number of negative ratings of all services and programs at the college; (3) 61% attended JTCC to pursue a career; (4) 91% rated instructional quality as "superior" or "good"; (5) 69% said faculty advising was "superior" or "good"; (6) 75% were employed full-time and an additional 13% were employed part-time; (7) two-thirds held jobs related to their fields of training; (8) only 18% were currently attending school; and (9) of those in school, only 3 students cited transfer problems. (Author/LAL)

ED 275 369 JC 860 558

The Department of Humanities Writing Program.
Umpqua Community Coll., Roseburg, OR.
PUB DATE- 20 Oct 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Objectives; *College English; Community Colleges; Core Curriculum; *Course Content; Course Descriptions; Course Objectives; Grading; Sequential Approach; Two Year Colleges; *Writing (Composition); *Writing Instruction; Writing Skills

Designed for students, faculty, and others interested in the writing program at Umpqua Community College (UCC) in Oregon, this booklet clarifies the specific function and scope of the writing courses offered by UCC's Department of Humanities. Section I states the department's objectives (e.g., to provide a core curriculum meeting the requirements of vocational, terminal-degree, transfer, and non-specialized students; to provide a sound basis in language arts and communication skills; and to offer an opportunity to examine the cultural values expressed in the humanities). After section II reviews the purpose of the booklet, section III presents the philosophy of writing of UCC. Section IV outlines the English Composition Sequence, including information on requirements for entry into the sequence and descriptions of each of its four courses. These descriptions articulate course requirements and student objectives. In section V, two other writing courses are examined, "Technical Report Writing" and "Imaginative Writing." Section VI recommends grading standards and offers definitions, while section VII offers samples of challenge examinations for two courses. Finally, section VIII presents Bloom's taxonomy of educational objectives. (LAL)

Sutton-Smith, Brian
The Denial of Play.
PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the "Hot Housing of Children" Symposium (Philadelphia, PA, October 25-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; *Childhood Interests; *Childhood Needs; Child Psychology; Children; Competition; Creative Thinking; *Fantasy; Imagination; Parent Attitudes; *Play; *Pretend Play; Psychological Needs; *Socialization

Well meaning parents and teachers often use children's play for the purposes of literacy and socialization. Yet, these attempts may deny play to children by subordinating play to some other concept. Evidence shows that even when parents play with their very young children they generally play games like shopping, cooking, and eating; whereas when the same children play with their siblings they are more likely to play monsters, killing, or going to the moon. Children's literature, fairy tales, and nursery rhymes have been bowdlerized on behalf of a more innocent childhood. Cinderella's sisters used to cut the toes off their feet to get them in the slipper, producing blood all over, and they were ultimately punished when ravens pecked their eyes out. These versions do not exist in The Golden Books. Social science textbooks on child development also fail to include children's folk play.

This century has subsumed play to cravings for leisure, to idealizations of childhood, and to all those psychological processes that have come to be regarded as of first line importance. Play has been sanitized through identifying it with a variety of other "cleaner" human functions--exploration, mastery, problem solving, and imagination. Those who deny children adequate play opportunity may well be taking the zest out of childhood. (HOD)

ED 275 441 PS 016 151

Anderson, Gary R.
Children and AIDS: The Challenge for Child Welfare.
Child Welfare League of America, Inc., Washington, DC.
REPORT NO.- ISBN-0-87868-265-1
PUB DATE- 86
NOTE- 38p.
AVAILABLE FROM- Child Welfare League of America, Inc., 440 First Street, N.W., Washington, DC 20001 ($4.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Children; Childrens Rights; *Child Welfare; *Communicable Diseases; Day Care; Decision Making; Definitions; Early Childhood Education; *Foster Care; History; *Intervention; Moral Issues; Placement
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; *Child Health

Relating findings to child welfare, this monograph discusses the description of acquired immune deficiency syndrome (AIDS), the background and history of the affliction, and its transmission and treatment. The review of the brief history of AIDS addresses the serious and emotionally charged issues associated with the disease, public and professional concern about its transmission and treatment, the plight of children with AIDS, and their impact on child welfare agencies. Implications for child welfare are discussed in terms of placement decisions, child care, and ethical concerns, including foster parents' rights, the ill child's rights, and agencies' duties. It is concluded that, for the near future, increasing numbers of children ill with AIDS will require placement and special care. Child welfare agencies will be confronted with service provision problems and ethical dilemmas. Appendices provide tables of data, a definition of pediatric AIDS, and a list of recommendations for foster care of children with AIDS. (RH)

ED 275 457 PS 016 174

Cooper, Carolyn
Parent Involvement in the Diagnostic Assessment of Children.
PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the Annual Conference of the National Black Child Development Institute (16th, Miami, FL, October 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Disabilities; Early Childhood Education; *Educational Diagnosis; *Handicap Identification; *Parent Participation; Program Descriptions; Screening Tests
IDENTIFIERS- *Childrens Diagnostic Center VA

This paper describes the Children's Diagnostic Center, an innovative model project at Hampton University in Virginia. The center was established to provide high quality, multi-disciplinary evaluations of children thought to have conditions likely to interfere with normal development; to describe resources and services available to parents to assist them in making informed decisions; and to enhance the development of college students at the pre-professional level by training them to actively participate in evaluation activities. Contents describe the staff; parent involvement techniques; the communication of assessment data to parents; an agenda for discussing evaluation results; and an outline of steps for providing an overview of evaluation results.

(RH)

Lee, Dorothy Sara, Ed; And Others
The Federal Cylinder Project: A Guide to Field Cylinder Collections in Federal Agencies. Volume 8, Early Anthologies.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 84
NOTE- 92p.; For volumes 1 and 2, see RC 015 957-958.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indian Languages; American Indians; Area Studies; Audiodisks; *Audiotape Recordings; *Canada Natives; Cultural Background; *Ethnography; *Folk Culture; Foreign Countries; Music; Primary Sources; Tribes
IDENTIFIERS- *Ethnomusicology; Federal Cylinder Project; Kwakiutl (Tribe); Library of Congress; *Wax Cylinder Recordings

This catalog describes wax cylinder recordings of music collected by two pioneers in ethnomusicology. The 101 cylinders in the Benjamin Ives Gilman Collection recorded at the 1893 World's Columbian Exposition in Chicago contain Fijian, Samoan, Uvean, Javanese, Turkish, and Kwakiutl or Vancouver Island Indian music. The Gilman Collection is arranged by cultural group. A set of 120 cylinder copies compiled shortly after World War I by Erich Moritz von Hornbostel from ethnic and tribal music at the Berlin Phonogramm-Archiv offers music collected from 1900-1914 in 15 world geographic regions, including North America. The set is the first anthology of recordings of world music and contains some of the earliest recordings of "exotic" music. The Hornbostel Demonstration Collection is arranged by geographic region and includes an index by collector and by cultural group. Entries in each catalog list cylinder number, Archive of Folk Culture number, cylinder, collector's description of contents, performer, recording location and date, and notes containing technical information about sound quality. Bibliographies for both collections conclude the catalog.

(LFL)

ED 275 498 SE 047 471

McDonald, Janet L.; Kouba, Vicky L.
Kindergarten through Sixth Grade Students' Concepts of the Domain of Mathematics.
PUB DATE- Sep 86
NOTE- 40p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (East Lansing, MI, September 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Mathematical Concepts; *Mathematics Instruction; *Number Concepts; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Mathematics Education Research

This resarch identified K-6 children's (N=1202) and teachers' (N=54) perceptions of what constitutes doing or using mathematics. Perceptions were documented by a questionnaire which included items reflecting the six major strands of the K-6 syllabi and explicit and implicit use of numbers and operations as both facilitating and distracting elements. Children were given a situation and asked whether the person in the situation was doing or using mathematics. Teachers' perceptions were identified through discussions of questionnaire content and results and taping of classroom discussions with students. The results showed that children's perceptions of the domain of mathematics, although constrained by an emphasis on topics of arithmetic, were reasonably amorphous and fluid and were influenced by developmental factors, explicit numbers and operations, perceived difficulty and activity level of the situation, linguistic factors and experience. (Author)

Trivett, John V.
...And So On. New Designs for Teaching Mathematics.
REPORT NO.- ISBN-0-920490-10-7
PUB DATE- 80
NOTE- 198p.
AVAILABLE FROM- Detselig Enterprises, Ltd., 6147 Dalmarnock Cr. N.W., Calgary, Alberta T3A 1H3, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; *Learning Activities; Mathematics; *Mathematics Instruction; *Number Concepts; *Pattern Recognition; *Problem Solving; Textbooks

Activities and problems are interspersed with commentary in this book on the learning and teaching of mathematics. The emphasis is on helping students to enjoy mathematics through an awareness of structure and patterns. The chapter titles are as follows: (1) "My Three Sons--A Game"; (2) "The Tower Game"; (3) "Mathematical Games on a Different Planet"; (4) "Computation as a Language Art"; (5) "Some Beginnings of Computation"; (6) "The Addition Table--Its Patterns"; (7) "Addition and Subtraction Without Borrowing"; (8) "The Multiplication Table Revisited"; (9) "Factors and Multiples--An Alternative Look at Previous Work"; (10) "Multiplication of Large Numbers"; (11) "Division--Another Creative Activity"; (12) "Fractions Are Not Parts of Wholes"; (13) "Operations on Fractions, When Representing Rational Numbers"; (14) "Decimals--Number Names Using Dots"; (15) "Per Dozens, Per Kilometers, Per Cents"; (16) "Exponents--Small Number Names Up High"; and (17) "The Problem of Problems." (MNS)

Norrman, Ralf
On the Degree of Motivation in Signs Used in Metaphors Involving Plant Symbolism.

PUB DATE- 78
NOTE- 23p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diachronic Linguistics; Figurative Language; *Linguistic Theory; *Metaphors; *Semiotics; *Symbolic Language; *Symbols (Literary)
IDENTIFIERS- Plants (Botany)

Examples cited refute a generally accepted view that the origins of metaphors are arbitrary. To illustrate this point, examples are cited of how products of nature (curcubitic plants: melons, pumpkins) are used as references to people and their characteristics (hardiness, appearance, texture, inertness, reproductive and sexual connotations). In various contexts these comparisons express similarity and differences, two principles upon which metaphors typically develop. The frequent occurrences of plant metaphors suggest that nature, or reinforcement through nature, has played the larger role in the metaphors' survival. Accordingly, curcubitic symbolism has tended not to exist or to survive in parts of the world in which the plants do not occur. Thus the capability of users of the symbol to grasp its meaning depends on both the tradition of the sign and the user's knowledge of curcubitic plants. (MSE)

ED 275 229 HE 019 690

Reauthorization of the Higher Education Act, Title V (Teacher Training) and Title I (Continuing Education), Volume 7. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (July 31, September 5, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Sep 85
NOTE- 177p.; Serial No. 99-49. For volumes 3-8 of these hearings, see HE 019 686-691. Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *Continuing Education; Federal Aid; *Federal Legislation; Hearings; Higher Education; Lifelong Learning; *Mathematics Teachers; Nontraditional Students; Position Papers; Public Policy; Reading Teachers; *Science Teachers; *Teacher Education; Teacher Shortage

IDENTIFIERS- Commission on Higher Education and Adult Learner; Congress 99th; *Higher Education Act Title I; *Higher Education Act Title V; International Reading Association

Hearings on reauthorization of the Higher Education Act of 1965 focus on programs that provide training and professional development opportunities for teachers under Title V, and Continuing Postsecondary Education Program and Planning under Title I. Attention is directed to problems confronting the teaching profession at all educational levels and federal responses to these problems, which include teacher shortages. Consideration is given to a bill, H. R. 2805, which would amend the Higher Education Act to create a program supporting midcareer teacher training programs for individuals with expertise in mathematics and science. The text of the bill is included, as well as the prepared statements of various education leaders. It is suggested that Title I can provide a mechanism for improving educational opportunities for nontraditional students and for enhancing the quality of lifelong learning. A bill, H.R. 1473, focuses on institutional development and change to serve the adult learner. It would provide competitive grants to colleges to adapt programs both on and off the campus to nontraditional students. Supplementary materials include: "Guidelines for Professional Preparation of Reading Teachers" (including a checklist on attitudes, concepts, and skills) by the International Reading Association and, "Adult Learners: Key to the Nation's Future" by the Commission on Higher Education and the Adult Learner. (SW)

ED 275 383 JC 860 578

Toward a More Effective Senate. Working Draft #2.
Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 84
NOTE- 36p.; Prepared by the Relations with Local Senates Committee. Section 9 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; College Faculty; *College Governing Councils; *Community Colleges; *Governance; *Organizational Effectiveness; Two Year Colleges

This booklet contains materials designed to assist local academic senate leaders in forming and leading stronger and more effective senates. Section I explains the sources and objectives of the booklet. Section II looks at the role of academic senates in California community colleges, while section III considers the characteristics of effective senate structures. Section IV highlights internal techniques for senate success related to continuity, communication, and leadership development. Sections V through VII discuss the relations of local senates with the statewide academic senate, with boards of trustees, and with collective bargaining agents. Section VIII examines the faculty role in accreditation, and section IX provides a list of state-level organizations concerned with the community colleges. Finally, appendices present state legislation affecting the academic senates. (LAL)

ED 275 412 PS 016 113

Wright, Rodney; Wright, Sydney
Planning an Effective Child Care Center.
PUB DATE- May 86
NOTE- 9p.; Paper presented at the conference on "How Successful Directors Manage" (Chicago, IL, May 7-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architects; *Building Design; Climate; *Construction Materials; *Day Care Centers; Early Childhood Education; *Facility Guidelines; *Site Selection; *Space Classification

This conference presentation offers general guidelines for planning a new child care facility. Particular attention is given to site selection, space requirements, functional requirements, materials, climate, and choosing an architect. (RH)

ED 275 559 SE 047 566

Padial, Antonio; And Others
Weather. Earth Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-915510-79-0
PUB DATE- 82
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Earth Science; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Humidity; Meteorology; *Science Activities; Science Education; *Science Instruction; Slow Learners; *Special Education; Temperature; *Weather; Wind (Meteorology)
IDENTIFIERS- Air; Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with the basic concepts of weather. Six separate units include: (1) hot or cold; (2) how windy is it; (3) heavy air; (4) water in the air; (5) water from the sky; and (6) what will the weather be like. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

ED 275 573 SO 017 375

Nuclear Age Education: A Report to the Legislature, as Required by Assembly Bill 3848 (1984).

California State Dept. of Education, Sacramento.

PUB DATE- 86
NOTE- 33p.; Supporting bibliography of over 120 references.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Civil Defense; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *Nuclear Technology; *Nuclear Warfare; Parent Attitudes; School Attitudes; *Student Attitudes; *World Problems
IDENTIFIERS- *California State Department of Education

As required by Assembly Bill 3848, the California State Department of Education has produced this report to help the Legislature determine whether it should promote a program to make nuclear age education more widely available in the public schools and, if so, what type of program would achieve the most desirable results. In preparing the report, the department used data solicited from county offices of education and school districts, community organizations, other state departments of education, and students. It also reviewed current literature on nuclear age education. Recommendations were made in two broad areas. First, the Legislature should provide resources for the State Department of Education to: (1) develop in-service activities for teachers, administrators, and parents; (2) increase the coverage of nuclear age topics in teachers' and students' publications; and (3) work with community groups to ensure a balanced, unbiased approach to nuclear age education. Second, the Legislature should encourage school districts to: (1) provide release time and opportunities for in-service training; (2) incorporate nuclear age instruction in all appropriate subject areas; and (3) involve parent and community groups to ensure a balanced, unbiased approach. The appendixes include Assembly Bill Number 3848, survey materials, and a nine-page listing of books, studies, periodicals, and curriculum guides and other resources. (BZ)

ED 275 202 FL 016 184

Uemichi, Isao S.
No Japanese is Necessary for Teaching English in Japan.
PUB DATE- Aug 84

NOTE- 7p.; Paper presented at the Osaka-Kobe Joint Meeting of the Japan Association of Language Teachers (Osaka, Japan, August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *English (Second Language); Foreign Countries; Japanese; *Language of Instruction; Language Teachers; *Learning Motivation; Second Language Instruction; *Teacher Effectiveness; Teacher Qualifications; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Japan

Using Japanese with Japanese students of English as a second language is not only unnecessary, but could hinder the learning of English. Students must be motivated to use a language in order to learn it well, and the classroom in which the native language is spoken will not foster English language learning any more than Japanese spoken in daily life will. There are four distinct disadvantages in using Japanese in the classroom: (1) native English-speaking teachers would have to be certified in Japanese, an unnecessary qualification; (2) if the majority of native English-speaking teachers could conduct their classes in Japanese, they would be considered less desirable as teachers; (3) exposure to English would be limited and less effective; and (4) students would be less disciplined in a class held in their native language. While no good method has been developed to avoid the use of Japanese in the English classroom, teachers must continue to increase their students' exposure to English. (MSE)

ED 275 244 HE 019 744

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Dramatic Arts for the Years 1982-83
and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel

Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Dramatics; *Full Tim Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; *Theater Arts; Trend Analysis

Average salary increases for 1,562 faculty in the field of dramatic arts are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 83 public and 82 private colleges reported on dramatic arts faculty salaries, while 101 public and 92 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 16.2% at public colleges and 20.8% at private colleges. The average salary for dramatic arts faculty was below the average faculty salary in the other 40 disciplines (about 9% below for public colleges and 13% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 259 HE 019 759

Howe, Richard D.; Reighard, Fredel T.
Salary-Trend Study of Faculty in Nursing for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Nursing Education; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 5,256 faculty in the field of nursing are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 104 public and 74 private colleges reported on nursing faculty salaries, while 112 public and 86 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 21.5% at public colleges and 17.8% at private colleges. The average salary for nursing faculty was below the average faculty salary in the other 40 disciplines (16% below for public colleges and 22% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

Barnett, George A.; And Others
The Diffusion of Academic Information: A Mathematical Model of Citations in the Sciences, Social Sciences and Arts and Humanities.
PUB DATE- May 86
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, IL, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bibliometrics; Citation Indexes; Communication (Thought Transfer); *Diffusion (Communication); Fine Arts; Humanities; *Information Dissemination; Innovation; *Mathematical Models; Network Analysis; Networks; Sciences; Social Sciences

This paper examines the pattern of diffusion in the academic literatures of the sciences, social sciences, and arts and humanities based on citations. An examination of the citations of articles in the Science Citation Index, Social Science Citation Index, and Arts and Humanities Citation Index from a given year to the year in which the cited article was published reveals a pattern. The percentage is initially small when there is no lag between the years; it then increases, reaching a peak in less than two years. Then, it gradually decreases over time. A mathematical model was developed to describe this pattern, which, when tested, explains between 96.9% and 98.3% of the variance, depending on the data set. The results, which are presented in tabular form, are interpreted as an example of social learning and forgetting. Findings are illustrated in five graphs, and references are provided. (Author/KM)

ED 275 428 PS 016 130

Horowitz, Frances Degen
Variability as a Dimension of Infant Behavior.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 11 Apr 86
NOTE- 27p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).
GRANT- NICHD-HD-10608; NICHD-HD-18290
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Individual Characteristics; *Individual Development; Individual Differences; *Infant Behavior; Mothers; Parent Child Relationship; Parent Role; Premature Infants; *Research Design; *Research Methodology; *Research Problems; *Statistical Analysis; Test Construction
IDENTIFIERS- Neonatal Behavioral Assessment Scale; *Variability (Behavior)

An aim of many students of human development is to penetrate behavioral variability in such a way as to reveal stable phenomena. This broad aim is challenged on numerous fronts when researchers study infant behavior, for students of infants are everywhere confronted with variability. But, in the context of research, variability of subjects' performance is often viewed as undesirable. Major errors in science occur when researchers look for results in the wrong place or use inappropriate measures in search of lawful relationships. Such errors may be committed when ubiquitous phenomena are classified as "noise" which obscures the revelation of lawful events. It is the thesis of this paper that variability of behavior is one such phenomenon. Evidence presented in support of this thesis focuses on issues related to (1) the development of the Neonatal Behavioral Assessment Scale, (2) Linn's (1983) findings of behaviorally stable and behaviorally variable groups of infants, which lead researchers to take the fact of variability across test examinations as an informative indicator in and of itself, and (3) subsequent studies forcing investigators to seriously consider variability as a dimension of behavior which may facilitate development. It is pointed out that nearly 15 years had passed before researchers were able to see variability data as important information relevant to processes terminate adequacy of the development of normal and at-risk infants. (RH)

ED 275 484 RC 015 982

Zimmerly, David W.
Qajaq: Kayaks of Siberia and Alaska.
Alaska State Museum, Juneau.
PUB DATE- 86
NOTE- 102p.; Photographs may not reproduce well, and some figures contain small print.
AVAILABLE FROM- Division of State Museums, 395 Whittier St., Juneau, AK 99801 ($12.50).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Books (010)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Education; *Construction (Process); *Construction Materials; *Cultural Influences; *Design; Elementary Secondary Education; *Eskimos; History; Photographs; Specifications
IDENTIFIERS- Alaska; Kayaking; *Kayaks; Siberia

Featuring line and construction drawings, historic photographs, and artwork, this book examines the Arctic kayak, its uses, and its importance to the Aleut, Pacific Eskimo, Yupik Eskimo, Inupiat Eskimo, and Siberian peoples. The kayak's role in these societies is explored through the observations of explorers who first viewed this unique watercraft and research by historians and scientists who trace evidence of the kayak back to 1700 B.C. The book details construction of various kayaks, showing how their shapes and uses varied depending on climate and available resources. The book looks at associated equipment such as paddles, harpoons, and clothing; studies the hunting techniques developed over the years; and illustrates specialized construction techniques of certain builders. Historical photographs and artwork provide a feel for the traditional use of this craft to pursue caribou in sheltered inland lakes and hunt sea mammals in the open ocean. The book includes an illustrated glossary, list of 33 references, and a detailed index. (NEC)

ED 275 514 SE 047 494

Conservation Education: A Position Statement.

Soil Conservation Society of America, Ankeny, Iowa.

PUB DATE- Aug 84
NOTE- 8p.
AVAILABLE FROM- Soil Conservation Society of America, 7515 NE Ankeny Rd., Ankeny, IA 50021-9764.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservation (Environment); *Conservation Education; *Educational Philosophy; *Educational Policy; Environmental Education; Experiential Learning; *Nonprofit Organizations; Physical Environment; Public Service; Quality of Life; Social Responsibility
IDENTIFIERS- *Environmental Education Programs; *Soil Conservation Society of America

The Soil Conservation Society of America's (SCSA) aim is to advance the science and art of good land and water use. Conservation education has a significant role in achieving the wise use of these resources. In this report, perspectives are offered on: (1) the requirements for effective conservation education programs; (2) rationale for conservation education; (3) policies and programs encouraged by SCSA; and (4) what SCSA chapters can do. Thirteen specific recommendations for promoting conservation education are listed. (ML)

Mathematics. Iowa Developed Energy Activity Sampler, 6-12. Revised.

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.

PUB DATE- 86
NOTE- 92p.; For a related document, see ED 199 113. Some drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Energy Conservation; *Energy Education; Environmental Education; Interdisciplinary Approach; Learning Activities; Mathematical Concepts; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Mathematics Skills; Piagetian Theory; Secondary Education; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- *Iowa

The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document contains teaching activities which are intended to strengthen students' mathematics skills and concepts, while broadening their understanding of energy concepts. Each of the 24 activities includes: (1) the subject area for which the activity was intended; (2) the grade level; (3) a brief descriptive statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. The focal points of the program are energy concerns, impacts, choices, challenges, and conservation. (TW)

Van der Auwera, Johan
"Hence"--An Iconoclastic Study of Logic, Language and Argumentation.
PUB DATE- 78
NOTE- 19p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Connected Discourse; Discourse Analysis; Epistemology; *Inferences; Intellectual History; *Logic; Logical Thinking; *Persuasive Discourse; *Semantics

An analysis of the role of the word "hence" and its near-synonyms examines the relationship between logic as a science, as a natural language, and as argumentation. The analysis is done in the context of elementary propositional logic. The first section is a limited discussion of the standard logician's treatment relegating "hence" to the realm of non-truth-functionality; that is, the truth-value of the compound proposition is not simply a function of the truth-values of its components. The second section advocates treating "hence" as a propositional logical connective and outlines the argument, based on natural language-oriented semantics. The third section offers a partial explanation of why standard propositional logic has been accepted by generations of logicians and non-logicians despite the vagueness concerning its relation to natural language and reasoning. The lack of interest in and respect for the multi-faceted linguistic role of the word "hence" is unwarranted. (MSE)

ED 275 217 HE 019 511

Webb, Vergial S.
The Role of Critical Incidents in Teaching and Administration in Higher Education.
PUB DATE- 84
NOTE- 23p.; Research supported by a faculty research grant from the Morgan State University-University of Pennsylvania Project at Morgan State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrators; College Administration; *College Faculty; *College Instruction; Employment Practices; Faculty College Relationship; Higher Education; Interpersonal Relationship; *Job Performance; Peer Relationship; Personnel Policy; Professional Recognition; Teacher Attitudes; *Teacher Effectiveness; Teaching Conditions; Urban Universities; *Work Environment
IDENTIFIERS- *Critical Events

Critical incidents in college teaching and administration were studied, based on survey responses from 356 faculty at 31 urban institutions in various regions of the United States. "Critical incidents" either create or damage faculty or administrators' motivation for achieving excellence in their task performance. In addition to determining the occurrence of critical incidents and their effect upon the teaching or administrative performance of faculty and administrators, samplings of autobiographical descriptions of positive/negative effects of these incidents on performance were acquired. The critical incidents were categorized according to specific headings: professional worth, institutional policies and procedures, faculty and administrative work style, job assignment, personal/interpersonal problems, and work quality. Critical incidents occurred among faculty and administrators, but they were experienced more often by faculty than by administrators. Also, the occurrence of critical incidents was more frequent among females than males. The critical incidents pertaining to professional worth had more positive than negative effects in teaching and administration, while those pertaining to faculty/administrative work style and institutional policies and procedures had more negative effects. Narrative and autobiographical descriptions for six participants are included. (SW)

ED 275 274 HE 019 792

Lee, Helen C.

The College Teacher's Word Processor Tasks.

PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Computer Oriented Programs; Higher Education; Resumes (Personal); Revision (Written Composition); *Word Processing; *Writing (Composition); Writing for Publication

Word processing can assist college teachers in writing and revising lecture notes, syllabi, vitas, bibliographies, and manuscripts. Disks can also provide notes for students who cannot avoid missing lectures. Electronic changes in materials provide an efficient and quick way to revise instructional materials, add items to bibliographies, and update vitas. Promotion and tenure applications require a complete account of the teacher's professional activities and publications for his or her vita. Elements of the professional history suitable for one audience may be irrelevant for presentation to another group. The word processor makes possible insertion or deletion of items anywhere in the text. Items can be reordered to fit specifications imposed by a journal or grant proposal. The word processor makes possible a simple process of brainstorming, outlining resulting ideas, and organizing them into a text for publication. A disk file of ideas can be recorded with the word processor, and from time to time, the teacher can scroll through the ideas and add thoughts. Main headings can be placed together to form an outline to use in developing a coherent paper. Finally, use of the word processor frees the college teacher from extensive dependence on secretaries. (SW)

ED 275 287 HE 019 807

Smith, Glynton; Prather, James E.

SACS' Effectiveness Criterion: A Self-Analysis Based upon the "Must" Statements.

PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning--Southern Regions (Pipestem, WV, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *College Administration; *Evaluation Criteria; Higher Education; Institutional Research; Models; Program Effectiveness; *School Effectiveness; *Self Evaluation (Groups); State Universities

Possible impacts of the Southern Association of Colleges and Schools (SACS) criterion, Section III, Institutional Effectiveness, are considered. The way that one state university is approaching the new SACS' expectation on institutional effectiveness is examined. Attention is directed to: an effectiveness process model developed by a self-study committee; a matrix of effectiveness-related "must" statements underlying the criteria; and the involvement of an office of institutional research. The material is being tested by an ongoing self-study activity that includes 150 internal committee members and all organizational units. SACS developed the new "criteria" in December 1984 to replace its old "standards." The effectiveness criterion emphasizes the need for planning and evaluation procedures and for defining goals and assessment of the achievement of goals. The criterion does not require a written unified plan, a planning officer, or an office of institutional research/planning. Colleges have an opportunity to use their own creativity in responding to the accrediting group. If a college is to be reaccredited, the SACS' visitation team must answer affirmatively the group of effectiveness-related statements. Included is a matrix that provides an internal score card for self-analysis of the entire university. (SW)

ED 275 357 JC 860 546

The Future of Literature in the Community College. Proceedings of the Annual National Conference of the City Colleges of Chicago (1st, Chicago, Illinois, October 18-19, 1985).
Chicago City Colleges, Ill.
PUB DATE- 85
NOTE- 218p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College English; *Community Colleges; Computer Assisted Instruction; *Content Area Reading; *Curriculum Development; *Humanities Instruction; *Interdisciplinary Approach; Literary Criticism; *Literature Appreciation; Program Descriptions; Two Year Colleges

Papers presented at "The Future of Literature in the Community College" conference are included in this proceedings. The following papers are presented: (1) "The Value of Literature in the Community College Curriculum: One Credo, Several Courses," by Carol Barrett; (2) "The Use of Literature in the Teaching of English as a Second Language," by Anne Marie Clougherty; (3) "Using African-American Literature in the Teaching of Writing to Community College Students," by Joyce H. Scott; (4) "The Uses of Film in Teaching the Literature Course," by Gail Forman; (5) "Beyond the Parson's Field: Third World Literature in the Community College Classroom," by Judith Hall; (6) "Using Cross-Cultural/Ethnic Literature to Teach Writing to Non-Traditional College Students," by Diane Harper; (7) "The Word Must Fit the Need: Using Video and Film to Teach Literature in the Community College," by Robin Herndobler; (8) "Expectation and Reality: Teaching Literature in the Rural Community College," by Donna Karber-Gardner; (9) "Literature -- An Invaluable Aid in Teaching Reading Comprehension Skills to Remedial or Developmental Level Community College Students," by Loisjean Komai and Carlene Wingfield; (10) "Teaching the Bible as Literature," by Robert R. Lawrence; (11) "Umbrella Courses: Shelters and Showcase," by Kathryn Lillyman; (12) "Teaching Writing through Literature: Toward the Acquisition of a Knowledge Base," by RoseAnna Mueller; (13) "Is There Life before Literature?" by John Pekich; (14) "King Arthur in Basic Writing," by John P. Pufahl; (15) "Literature Courses in the Community College: Some Strategies for Survival," by Samuel J. Rogal; (16) "Using Literature as a Resource for Teaching Composition," by A. T. Sawyer; (17) "Poems by Computer: Introducing Poetry in a High-Tech Society," by Marlys Marshall Styne; (18) "The Imagemaker in Matrixland or How to Establish a Literature Course in a Community College in Three Easy (?) Steps," by Paul A. Sukys; (19) "The American Short Story and the Research Course," by Beverly Tinsley; (20) "Classic Poems, Some Vintage Literary Guidance, and the Contemporary Composition Student," by Carol Kyros Walker; and (21) "Teaching Critical Thinking in the English Literature Survey Course," by Helen (Lyn) Ward. Summaries of six additional papers are included. (EJV)

ED 275 370   JC 860 559

Sova, Ann D.
A Study of the Success Rate of Late Admits in Freshman English at the Two-Year College. Working Paper 2-86.
Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Admission (School); *Attendance Patterns; Community Colleges; *High Risk Students; *Late Registration; Potential Dropouts; Predictive Validity; Two Year Colleges; *Withdrawal (Education)

In fall 1985, a study was conducted at Broome Community College (BCC) in Binghamton, New York, to determine whether students who added a class on or after the first class meeting (i.e., late admits) were at greater risk of withdrawing or failing than students who registered on time (i.e., regular admits). Final grades awarded to students in ENG 090 (a non-credit developmental writing course) and ENG 110 (the required freshman composition course) were examined, yielding the following results: (1) of the 1,673 students enrolled in the two courses in fall 1985, 76.1% finished with a grade of D or better; (2) the passing rate in ENG 110 (78.3%) was higher than that for ENG 090 (47.6%); (3) 14.6% of the ENG 090 students withdrew and 21.8% failed the course, compared with 16.5% of the ENG 110 students who withdrew and 4.5% who failed; (4) among regular admits, 81.10% passed the courses, 1.88% failed, 15.98% withdrew, and 1.04% received an incomplete; (5) among late admits, 50.43% passed, 26.92% failed, 19.23% withdrew, and 3.42% received an incomplete; and (6) among late admits, 52.8% passed ENG 110, but only 38.5% passed ENG 090. (LAL)

ED 275 398 PS 016 039

Abrahamsson, Ulla B.
Implicit Messages to Teen-Aged Viewers.
Swedish Broadcasting Corp., Stockholm.
PUB DATE- Sep 82
NOTE- 12p.; Paper presented at Meeting of the International Association of Mass Communication Research (Paris, France, September 6-11, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Characterization; *Commercial Television; Content Analysis; *Educational Television; Foreign Countries; *Programing (Broadcast); *Sex Bias; Television Research
IDENTIFIERS- *Sweden

Examples from the data of a study of television programing for adolescents in Sweden illustrate some of the differences in the ways programs address their male and female viewers. Whereas boy and girl characters in television programs are roughly equal in number, the distribution changes when only leading roles are considered. A marked imbalance occurs among characters 10 to 15 years of age. By the age of approximately 10 years, viewers are led to believe that girls are secondary, accessory figures. When girls do occupy leading roles, it may well be "in partnership" with a boy. Program content is such that preteen and teen-aged boys can identify with TV figures who are active, inquisitive, determined individuals. Girls of the same ages can identify with subordinate figures or with girls with problems. The suspicion cannot be dismissed that such programs instill self-confidence, initiative, and faith in the future in boys, and that they caution girls to passivity. Data from a study of television programs produced or purchased by the Educational Broadcasting Company reveal a similar tendency. Programs for upper-level primary and secondary school classes were extremely male-dominated. Even foreign language training films used in Swedish upper-level primary schools exhibit sex bias. All of the young male characters are in school or training, whereas none of the girls are. (RH)

ED 275 413 PS 016 114

Gerris, J. R. M.; And Others
Social Class and Parental Situation Perceptions as Determinants of Parental Value Orientations and Behaviors.
PUB DATE- Sep 86
NOTE- 8p.; Paper presented at the European Conference on Developmental Psychology (2nd, Rome, Italy, September 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior; Child Rearing; Discipline; Foreign Countries; Parent Attitudes; *Parent Child Relationship; *Social Class; *Values
IDENTIFIERS- *Netherlands; *Situational Variables; Value Orientations

Relationships between distal and proximal situation characteristics on the one hand and parental child-rearing values and behaviors on the other were explored. Participating voluntarily were 293 Dutch families with an aggregate of 703 children whose ages ranged from 4 through 18 years. Data were collected in interviews and via questionnaires. Discussion of findings focuses on (1) correlations between social class variables, parental child-rearing value orientations, and parental disciplinary behavior; and (2) correlations between social class variables and parental child rearing value orientations in problematic and non-problematic situations. It is concluded that proximal situation characteristics such as parental perceptions and reactions seem to be so influential that the proposition of a general relationship between social class and child rearing values needs to be reconsidered. (RH)

ED 275 442 PS 016 153

Bullock, Janis
Encouraging the Development of Social Competence in Young Children.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Education; Guidelines; *Interpersonal Competence; *Intervention; *Peer Acceptance; Peer Relationship; Popularity; *Social Development; Student Evaluation; Success; *Teacher Role; *Young Children

To help children develop social competence, teachers ought to understand differences between popular and unpopular children, know how to assess social competence, and employ techniques which aid the development of children's social skills. In general, popular children have developed skills and strategies which allow them to interact with their peers in various situations. Unpopular children engage in behaviors which are detrimental to peer interaction. Their behaviors and lack of skills increases the likelihood of peer rejection. Knowing how to interact with peers successfully is vitally important, for research shows that early popularity is associated with later positive outcomes, while early unpopularity is associated with later negative outcomes. To identify children who are rejected, neglected, or popular, teachers can employ several methods, including sociometric ratings and rankings, the picture nomination technique, informal observations, and checklists such as the California Preschool Competency Scale. Teachers can also utilize several techniques to improve children's social skills. Such techniques include, among others, reinforcement through praise, structuring the social and physical environment to encourage positive social interactions, planning activites that promote social interaction, providing time for free play, and enhancing children's self esteem. A two-page reference list concludes the document. (RH)

ED 275 458 PS 016 180

Groves, Melissa M.; And Others

Reward and Ideational Fluency in Preschool Children.

PUB DATE- Oct 86
NOTE- 15p.; Paper based on the master's thesis of the first author.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creativity; *Preschool Children; Preschool Education; *Rewards
IDENTIFIERS- *Ideational Fluency

Examined were the effects of material rewards on the ideational fluency of 75 preschool children attending a university laboratory and three private child care centers in Texas. Subjects were assigned to reward or nonreward conditions and administered two ideational fluency tasks: an Unusual Uses task requiring subjects to name all the uses they could think of for a box and for paper, and a Pattern Meanings task asking subjects to name all the things that two three-dimensional objects could represent. Prior to the administration of the tasks, children in the reward condition were told they could select a prize of either bubbles or crayons. All responses were coded as either original or popular. Total fluency was computed by adding the number of popular and original responses. Flexibility scores were derived from protocols for the picture completion subtest of the 1974 Torrance Test of Creative Thinking, Figural Form A. Analyses revealed a significant main effect for reward on the ideational fluency components of originality, total fluency, and flexibility. In all cases the rewarded subjects scored lower than the nonrewarded subjects. Findings support the growing body of evidence that rewards are detrimental to creative functioning. A three-page reference list concludes the document. (RH)

ED 275 471 RC 015 961

Hubel, Keigh
National Rural Education Association Research Agenda Report. October 1986.
National Rural Education Association, Fort Collins, CO.
PUB DATE- Oct 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Educational Policy; *Educational Research; Elementary Secondary Education; Needs Assessment; Policy Formation; *Research Needs; Research Utilization; *Rural Education; Rural Schools; *School Effectiveness; Small Schools; *Superintendents; Theory Practice Relationship
IDENTIFIERS- Rural Education Association

To obtain rural school superintendents' assessment of research needs, questionnaires were sent in 1986 to 752 superintendents from schools with less than 1,000 K-12 student population. The questionnaires, adapted from the research agenda of the Rural Education Association (REA), consisted of 51 research topics grouped under 9 thematic categories. For each topic superintendents were asked: how useful would research data on this item be for you right now, and would you be willing to participate in a research project to collect data on this item? The 180 respondents rated most useful those research topics in the categories of rural school effectiveness and rural school finance. They were most willing to participate in school effectiveness research. At the bottom of the list for both usefulness and willingness to participate were those research topics related to a taxonomy of rural education. Rural superintendents seemed most interested in research that would help them survive financially and do a good job of educating rural youth. Unlike rural academicians, they were not interested in defining, classifying, or locating rural schools. This project identified a list of potential participants for research projects whose names will be on file with the REA. (JHZ)

ED 275 499 SE 047 473

Gabel, Dorothy; And Others
Science Education Research Interests of Elementary Teachers.
PUB DATE- 86
NOTE- 32p.; Contains several pages of small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Elementary School Teachers; Instructional Improvement; *Research Needs; Science Education; *Science Teachers; Surveys; *Teacher Attitudes; Teacher Response
IDENTIFIERS- *Science Education Research

The results of a survey which sought to determine the science education research needs of elementary teachers are discussed in this report. The survey was intended to provide science education researchers with information on what research areas might be of greatest interest to elementary teachers. The sample consisted of 553 elementary teachers in 98 schools across the United States. Results of the study indicate that the top five research interests of teachers in order of preference are: hands-on experiences, science content of the curriculum, cognitive development and learning styles, problem solving, and teaching strategies. The area of lowest interest was research on sex differences. The survey instrument is included in the report. (ML)

ED 275 544 SE 047 527

McManus, Oliver Fred; Matthews, Kenneth M.
Psychological Considerations in the Recruitment of Science and Mathematics Teachers.
PUB DATE- 5 Nov 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Development; Decision Making; Higher Education; Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Science Education; *Science Teachers; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Mathematics Education Research; *Science Education Research

This study was conducted to identify those variables that differentiate between those who choose to become teachers and those who have demonstrated competence in science and mathematics but do not choose to become teachers. Comparisons were made of the values and perceptions of career choices of all seniors in the college of education of the University of Georgia and of those seniors in the same university's college of arts and sciences who were pursuing bachelor of science degrees. A two-part questionnaire was employed. The first part asked respondents to rate the importance of 10 variables that influence career choices and the second part asked them to rate the attractiveness to teaching in terms of the same 10 variables. The variables included: (1) salary; (2) fringe benefits; (3) security; (4) job market; (5) working conditions; (6) contributions to society; (7) prestige; (8) advancement opportunity; (9) interesting work; and (10) congenial co-workers. Statistically significant differences were found between the groups on six of the ten variables in terms of their importance at the time career choices were made and on nine of the ten factors in terms of the attractiveness of teaching. Capable science and mathematics students who did not major in education considered salary, conditions of the job market, prestige and ooportunities for advancement to be more important in selecting a career than education majors. Specific strategies are offered and outlined for increasing the supply of science and mathematics teachers. (ML)

ED 275 260 HE 019 760

Howe, Richard D.; Carlton, J. Beth
Salary-Trend Study of Faculty in Physics for the Years 1982-83 and 1985-86.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Physics; Private Colleges; *Science Teachers; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 2,581 faculty in the field of physics are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 125 public colleges and 115 private colleges reported on physics faculty salaries, while 139 public and 122 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 19.1% at public colleges and 19.3% at private colleges. The average salary for physics faculty was above the average faculty salary in the other 40 disciplines (8% above for public colleges and 15% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and private colleges in both years studied; comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living; and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 300 IR 012 358

White, Barbara Y.; Frederiksen, John R.
Progressions of Qualitative Models as a Foundation for Intelligent Learning Environments. Report No. 6277.
BBN Labs, Inc., Cambridge, MA.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- May 86
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Electric Circuits; Experiential Learning; *Learning Strategies; Man Machine Systems; *Models; Protocol Analysis; Schemata (Cognition); Simulated Environment

This report discusses the importance of presenting qualitative, causally consistent models in the initial stages of learning so that students can gain an understanding of basic electrical circuit concepts and principles that builds on their preexisting ways of reasoning about physical phenomena, and it argues that tutoring environments must help students to acquire multiple mental models that embody alternative conceptualizations of the domain. An outline of model types and an overview of the learning environment based upon progression of qualitative, causal models are presented; issues related to the design of zero-order, qualitative models for circuit behavior are discussed; different types of possible evolutions of a student's mental model are enumerated; and one path through the space of possible model evolutions, a curriculum for helping students learn troubleshooting, is presented. The learning strategies that such a tutoring system architecture facilitates are then described and some instructional trials of the system are briefly discussed. Finally, an outline of a set of alternative mental models that a student should acquire in order to more deeply understand how circuits work is presented, and the extensibility of this approach to the creation of intelligent learning environments for other subject domains is considered. References and a distribution list are included. (KM)

ED 275 314 IR 012 376

The Computer: Extension of the Human Mind III. Proceedings of the Annual Summer Computer Conference (3rd, Eugene, Oregon, August 1-3, 1984).

Oregon Univ., Eugene. Center for Advanced Technology in Education.

PUB DATE- Aug 84

NOTE- 162p.; For proceedings of conferences held in 1982, 1983, and 1985, see ED 219 859, ED 239 397, and ED 265 831.

AVAILABLE FROM- Proceedings, Center for Advanced Technology in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 ($10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Psychology; Computer Literacy; *Computer Uses in Education; Course Objectives; Elementary Secondary Education; Equal Education; Ethics; *Information Technology; Interactive Video; Local Area Networks; *Microcomputers; Public Policy; Recordkeeping; Research Reports; Special Education; Word Processing

The 13 conference presentations in this proceedings are arranged by general and special interest sessions and listed within each session in the order in which they were presented. These papers are: (1) "Key Issues for the Near Future" (David Moursund); (2) "Educating with Computers: Insights from Cognitive Psychology (and Video Games)" (Morton Ann Gernsbacher); (3) "Information Technology and Education: Public Policy and America's Future" (D. Linda Garcia and Fred W. Weingarten); (4) "Local Area Networks for Microcomputers in Education" (Philip K. Piele); (5) "Managing the Introduction of Computers into Education" (S. J. Thiessen); (6) "So What's a School District Computer Education Coordinator To Do?" (Greg Woods); (7) "Interactive Video and the Mentally Handicapped: A Research and Demonstration Program" (Philip Browning and Gary Nave); (8) "Overview of the Tri-County K-12 Computer Education Course Goals Collection" (Richard Ricketts); (9) "Equity Issues in Computer Use" (Sharon Franklin); (10) "Forget the Students, What Can Computers Do for Me?" (Richard C. Adams); (11) "Interactive Video in Education" (Ron Thorkildsen); (12) "Computing History to Use in Your Classroom" (Doris K. Lidtke); and (13) "Computers in Education Program Development at the District and Elementary School Level" (David Novick). Several of the papers provide references and/or additional sources of information. (DJR)

Brandhorst, Ted, Ed.; Eustace, Joanna, Ed.
Directory of ERIC Information Service Providers. Arranged by Geographic Location: Country, State, City.
Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Clearinghouses; *Information Centers; Information Dissemination; *Information Services; Microfiche; *Online Searching; *Reference Services
IDENTIFIERS- Current Index to Journals in Education; *ERIC; Eric Document Reproduction Service; Resources in Education

A consolidation of the Directory of ERIC Microfiche Collections and the Directory of ERIC Search Services, this directory lists organizations that provide their users and clientele with significant access to the ERIC database and its related resources. Included are organizations that provide computerized searches of the ERIC database, have sizeable collections of ERIC microfiche, and subscribe to and collect the various ERIC publications. Material is presented in three sections covering the domestic United States, outlying U.S. territories, and non-U.S. countries. Where applicable, entries are grouped geographically by country, state, and city within these designations. A sample data entry with explanations is provided, and ERIC information service provider statistics are presented in three tables. Additional information includes a list of ERIC Clearinghouses, a brief discussion of online searching, information for ordering subscriptions to "Resources in Education," an ERIC Fact Sheet, an ERIC Document Reproduction Service order form, and a data input form for the directory. (KM)

ED 275 343 IR 051 691

Callison, Daniel; And Others
Using Wilsearch with High School Students: A Pilot Study.

PUB DATE- Jun 86
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bibliographic Utilities; Citations (References); Databases; High Schools; *High School Students; Interlibrary Loans; Library Instruction; Library Materials; *Online Searching; *Online Systems; Questionnaires; Reference Materials; *Research Papers (Students); Research Skills; Research Tools; User Needs (Information)
IDENTIFIERS- *Course Integrated Library Instruction; Information Skills; *Wilsearch; Wilsonline

In this pilot study, a group of 41 "gifted and talented" juniors in high school English and social sciences classes used the menu-driven Wilsearch software to gather leads to information sources in order to complete their first major term paper. The study demonstrates that: (1) students had little difficulty in using the menu-driven software to combine search terms or to request specific subject areas for books through the Dewey Decimal option; (2) students were selective in the titles requested for printout from Wilsonline and narrowed their choices even more when requesting materials through interlibrary loan; (3) students received over 80% of the journal articles requested but cited only 24% of those received; (4) students received 39% of the book titles requested and cited 72% of the books received; and (5) attitudes toward the use of online searching were positive. Suggestions for expanding the time period for the assignment and raising the information use expectations are outlined. Four appendices include the student assignment sheet, handouts for introducing Wilsearch, the student worksheet for topic identification and subject heading verification, and the student questionnaire. (Author/KM)

ED 275 384 JC 860 579

Kaplan, Linda; And Others
Directions for Success: Career Assessment and Planning for Learning Disabled High School Students, 1985-86.
Middlesex Community Coll., Burlington, MA. Burlington Branch Campus.
PUB DATE- 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Planning; *College School Cooperation; Community Colleges; Cooperative Programs; Followup Studies; High Schools; *High School Students; *Learning Disabilities; Special Programs; *Student Personnel Services; Two Year Colleges

This four-part report describes Directions for Success, a school-college collaborative project between Middlesex Community College and 15 area school districts designed to provide learning disabled students and their parents with career assessment services and access to information which will enable them to make workable, long-range career plans. First, the 1985-86 annual report of the project is presented, including an introduction summarizing its second-year activities, accomplishments, and problems; changes proposed for 1986-87; and recommendations and suggestions. The next section provides a Career Assessment Model and a packet of career assessment materials for the learning disabled student. This packet includes a designated guidance counselor interview form, a special needs teacher intake form, a special needs teacher interview form, a student interview intake form, career assessment vocabulary lists, student self-assessment worksheets, career assessment resources, and a sample report form. The next section presents findings from a study conducted to gather midyear feedback from guidance counselors and special education staff from the 15 participating high schools. The final section summarizes major findings from a follow-up study of 51 1984-85 participants to determine their current activities and whether the career assessment report had helped them. (LAL)

ED 275 485 RC 015 983

The Indian Education Act in the 1980's: Quest for Equity and Quality. The 12th Annual Report to the Congress of the United States. Fiscal Year 1985.

National Advisory Council on Indian Education, Washington, D.C.

PUB DATE- 86
NOTE- 42p.; For the 11th annual report, see ED 264 990.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Agency Role; *American Indian Education; American Indians; *Educational Finance; Educational Objectives; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; *Federal Programs; Fellowships; Government School Relationship; Program Descriptions; Resource Allocation; Trust Responsibility (Government)
IDENTIFIERS- *Indian Education Act 1972 Title IV; *National Advisory Council on Indian Education

The 12th annual report to Congress from the National Advisory Council on Indian Education (NACIE) details activities during fiscal year 1985 and is dedicated to all Indian youth who benefit from any federal programs that support Indian education and those Indian youths lost from the Wind River Indian Reservation because of suicide. Part I contains an introduction, an overview of the Council, legislative history, and lists of council members and committees. Part II details 1985 functions and activities including developing and distributing five free issues of the new NACIE Newsletter to over 3,000 individuals/organizations. Part III summarizes nine NACIE recommendations to Congress and the Secretary of Education including continued appropriation of funds for all federally funded Indian education programs. Part IV describes components of Title IV programs. Part V profiles funding, students served, Indian target population, needs, and program goals of eight Title IV programs ranging from high school enrichment projects and basic literacy skill demonstration programs to community adult education. It also identifies seven Indian Fellowship recipients and their areas of study. Part VI contains a glossary, tables showing state-by-state distribution of funds awarded to Title IV grantees, and a map showing locations and dates of NACIE meetings since 1973. (NEC)

ED 275 515 SE 047 495

Sunal, Dennis W., Ed.; Demchik, V. Carol, Ed.
Astronomy Education Materials Resource Guide. Third Edition.
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
PUB DATE- Sep 85
NOTE- 232p.; Supported by the V.M. Fund of the National Academy of Sciences.
AVAILABLE FROM- West Virginia University Bookstores, College Avenue, Morgantown, WV 26506-6122 ($7.50, includes postage and handling); from author, Dennis W. Sunal, 604 Allen Hall, West Virginia University, Morgantown, WV 26506 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adult Education; *Astronomy; Audiovisual Aids; Computer Software Reviews; Curriculum Guides; Educational Media; *Elementary School Science; Elementary Secondary Education; Higher Education; Laboratory Manuals; Learning Modules; *Resource Materials; Science Education; *Secondary School Science

Providing children and adults with appropriate learning experiences in astronomy is partly dependent upon having materials available with which to teach. This document attempts to provide a systematic approach to the dissemination of astronomy education materials which were not commercially developed and thus have not been widely distributed. This is true for the bulk of astronomy education materials. This publication includes a rationale for using materials and activities in the teaching of astronomy, descriptions of the process used to solicit, compile, edit, and disseminate the material, and descriptions of the materials located in the search. Major sections include descriptions of: (1) instructional media; (2) classroom activities and modules; (3) laboratory lessons and modules; (4) curriculum guides and laboratory manuals; (5) special materials on Halley's Comet; and (6) resource materials and guides. In addition, abstracts of astronomy education materials found in the Educational Resources Information Center (ERIC) database are included, along with information on how to use ERIC. (TW)

Roderman, Winifred Ho; Booth, Gerald
Animals. Life Science in Action. Teacher's Manual and Workbook.
REPORT NO.- ISBN-0-88102-022-2
PUB DATE- 84
NOTE- 55p.
AVAILABLE FROM- Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anatomy; *Animal Behavior; *Animals; Biological Sciences; Educationally Disadvantaged; Elementary Education; *Elementary School Science; Endangered Species; Environmental Education; *Science Activities; Science Education; *Science Instruction; Slow Learners; *Special Education; Zoology
IDENTIFIERS- Special Needs Students

The Science in Action series is designed to teach practical science concepts to special-needs students. It is intended to develop students' problem-solving skills by teaching them to observe, record, analyze, conclude, and predict. This document contains a student workbook which deals with basic principles of life science. Six separate units include: (1) living things called animals; (2) a look at the animal kingdom; (3) different kinds of bodies; (4) animal life cycles; (5) animal lifestyles; and (6) animals in danger. The units consist of basic introductory information and questions, worksheets, a self-checking quiz, and instructions for experiments. A cumulative test is provided at the end of the workbook, along with a glossary. The teachers guide (which is included) explains how to use the workbook, together with teaching suggestions and enrichment activities for each unit. (TW)

Tucker, Jan L.
Citizenship Education through the Eyes of Elementary School Principals.
PUB DATE- 19 Jun 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Palo Alto, CA, June 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Elementary Education; *Elementary School Curriculum; *Principals; Public Affairs Education; *Social Studies

Citizenship education is commonly accepted as the ultimate goal of the social studies, yet the professional preparation of school administrators devotes little attention to civic learning. The status of citizenship education as reported by elementary school principals in the Dade County, Florida public schools was investigated. The first major finding was that there were major differences in the priorities assigned by the elementary school principals to each of the four dimensions of citizenship education. The moral and ethical dimension and the dimension of interpersonal understandings were rated consistently as high priorities whereas the enculturation and citizenship participation dimensions received much lower ratings overall. The second major finding was that the conduct of citizenship education in the schools was overwhelmingly perceived by the elementary principals as comprised of extra-curricular activities. The principals showed barely any recognition of the role of the formal social studies curricula in achieving the goals of citizenship education. The results of this study appear to confirm the claim by Shaver (1985) that elementary school principals did not have sufficient understanding of the knowledge base in the social sciences as it related to citizenship education to provide more than the rudiments of a citizenship education program. (BZ)

ED 275 203 FL 016 185

Uemichi, Isao S.

Language Teaching through Literature.

PUB DATE- Mar 85
NOTE- 22p.; Revised version of a paper presented at a meeting of the Japan Association of Language Teachers (Kyoto, Japan, March 24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Educational Strategies; *English (Second Language); *English Literature; Foreign Countries; Higher Education; Instructional Materials; *Literature Appreciation; Media Selection; *Poetry; Second Language Instruction; *Short Stories
IDENTIFIERS- *Japan

Language teaching through literature is based on the principle that literary works of art can give students intellectual pleasure. It should be revived in English language teaching in Japan because (1) it has the power to motivate students to learn a language they might not learn otherwise, (2) literature is readily available and applicable to a wide range of learners, and (3) this method is gaining support in the profession in other parts of the world. Poetry is a good starting place because the language is more concise, pure, abstract, and beautiful than in prose. Poems are easily memorized and will encourage students to use and consider the language in unfamiliar ways, and teach beautiful turns of phrase not available in any other text. Christina Rosetti's "Who Has Seen the Wind?" William Wordsworth's "Lucy Gray; or Solitude," P. B. Shelley's "Ode to the West Wind," and Ted Hughes' "Wind" provide a common theme that can be examined through direct instruction or left to the students to discover and examine. Short stories with various themes are also appropriate instructional materials because they are in prose that is close to everyday usage, are of a suitable length, can acquaint students with a variety of themes, and provide models of a variety of language styles. Ernest Hemingway's "Indian Camp," Erskine Caldwell's "The Visitor," and Virginia Woolf's "The Legacy" are examples of works that can be used well for this purpose. (MSE)

ED 275 230 HE 019 691

Reauthorization of the Higher Education Act, Title II (College Libraries); Title VI (International Education); Title VIII (Cooperative Education); Title X (F.I.P.S.E.); Title XI (Urban Grant Universities), Volume 8. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (September 6 and 10, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Sep 85
NOTE- 330p.; Serial No. 99-50. For volumes 3-7 of these hearings, see HE 019 686-690. Some sections have small print.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Area Studies; *College Libraries; College Science; College Second Language Programs; Contracts; *Cooperative Education; Disclosure; *Federal Aid; *Federal Legislation; Fellowships; Foreign Countries; Grants; Hearings; Higher Education; *International Education; Library Education; Position Papers; Public Policy; School Business Relationship; Training Allowances; *Urban Universities
IDENTIFIERS- Congress 99th; Fund for Improvement of Postsecondary Education; *Higher Education Act 1965; Higher Education Act Title II; Higher Education Act Title VI; Higher Education Act Title VIII; Higher Education Act Title X; Higher Education Act Title XI; Minority Institutions Science Improvement Program

Hearings on reauthorization of Titles II, VI, VIII, X, and XI of the Higher Education Act are presented. For Title II, the college library programs, Congress seeks acceptable criteria for providing library aid based on need and to determine needs for traineeships and fellowships for professional and paraprofessional librarians. Considerations for Title VI (international education programs) include the improvement of foreign language and area studies as well as business and international educational programs that promote linkages between colleges and U.S. businesses engaged in international economic activity. Included is the text of H.R. 3190, which would require disclosure of foreign contracts and grants to federally-assisted colleges and universities. The three additional titles that are addressed are: Title VIII, Cooperative Education; Title X, The Fund for the Improvement of Postsecondary Education; and Title XI, the Urban Grant University Program. Included is the text of S. 1338 to strengthen cooperative education programs. In addition, testimony is offered on the Minority Institutions Science Improvement Program. Supplementary materials include position papers and articles concerning the Near East Center Outreach program at the University of Arizona and an article by Steven Emerson entitled "The American House of Saud: The Secret Petrodollar Connection." (SW)

Howe, Richard D.; Carlton, J. Beth

Salary-Trend Study of Faculty in Education for the Years 1982-83 and 1985-86.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For related documents, see HE 019 731-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Schools of Education; State Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,404 faculty in the field of education are reported for 1982-1983 and 1985-1986, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 108,074 faculty at 174 public colleges and 193 private colleges, representing 41 academic disciplines. In 1982, 109 public and 134 private colleges reported on education faculty salaries, while 93 public and 108 private colleges reported in 1985. Between 1982 and 1985, average salaries of faculty in this field increased 19.8% at public colleges and 17.2% at private colleges. For public colleges, the average salary for education faculty was 1% above the average faculty salary in the other 40 disciplines, while for private colleges, the average salary was 7% below the other disciplines'. Included is information on: the number of faculty by academic rank, including new assistant professors, salaries by academic rank, the ratio of average salaries to total average salaries of all public and private colleges in both years studied, comparisons between the 2 years and with the Consumer Price Index of changes in cost-of-living, and comparisons with 40 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 275 414 PS 016 115

Stanley, William B.; And Others
Assessing Young Children's Social Concept Development.
SPONS. AGENCY- Louisiana State Univ., Baton Rouge. Coll. of Education.
PUB DATE- 85

NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Blacks; *Concept Formation; Difficulty Level; Elementary School Curriculum; *Elementary School Students; Grade 1; *Individual Differences; Kindergarten Children; Primary Education; Racial Differences; Reliability; Sex Differences; *Social Cognition; Social Studies; Validity; Whites

This study investigated a number of questions regarding the nature of social concept development in young children. Subjects were 64 kindergarten children and 65 first grade public school students from lower to upper middle class socioeconomic levels, of whom 66 were male, 63 were female, 78 were Caucasian, and 51 were black. Two assessment instruments were used: (1) a basic concepts assessment task involving simple object sorting, class extension, and cross classification; and (2) a social concepts assessment task designed to measure subjects' knowledge of nine basic social concepts (young/old, urban/rural, family/not family, past/present, rich/poor, war/peace, groups/individuals, houses/other buildings, and people who protect us/other people). Profile analysis was used to compare grade, sex, and racial groups. All three variables had a significant impact on performance. Significant differences in difficulty were found among the nine concepts measured. Three of the most difficult concepts (family/not family, those who protect us/other people, and past/present) are commonly included in the early childhood curriculum. These results suggest the need for consideration of concept development level in planning the social studies curriculum and instruction for young children. (Author/RH)

ED 275 500 SE 047 474

Rubba, P. A.; Bakar, K. H. A.
The Construct Validity of the Science Teacher Inventory of Need: Recommendations and Modifications.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Contains light and broken type.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Developing Nations; Educational Testing; Factor Analysis; *Needs Assessment; Science Education; *Science Teachers; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Test Validity
IDENTIFIERS- *Malaysia; *Science Teacher Inventory Of Need

The Science Teacher Inventory of Need (STIN) was developed specifically to assess the perceived needs of science teachers in developing nations. The purpose of this reported study was to apply factor analysis to the perceived needs data collected from a sample of Malaysian secondary science teachers in order to clarify further the factorial composition and construct validity of the STIN. The 76 closed items of the STIN were originally arranged in seven categories chosen to represent typical stages in systematic instruction as these are explicated in the literature. The exploratory factor analysis reported showed 72 of those items to contribute to the variance. The six factor solution suggests that the STIN item could be more appropriately arranged for delivery and possibly for scoring purposes. Generally, data on the validity of the STIN appear to be adequate to warrant its continued use in assessing the perceived needs of science teachers. The instrument is included in the report. (ML)

ED 275 530 SE 047 512

Mathematics. Grades 3, 6, 8, 10, 12. State Goals for Learning and Sample Learning Objectives.

Illinois State Board of Education, Springfield. Dept. of School Improvement Services.

PUB DATE- Sep 86

NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Secondary School Mathematics; *State Boards of Education
IDENTIFIERS- *Illinois

This publication is designed to provide assistance to local school districts in Illinois in meeting two new requirements: (1) to submit objectives for student learning to the State Board of Education which meet or exceed the State Goals for Learning and (2) to identify local goals for excellence in education. School districts have the option to adopt or adapt these objectives for local use or to develop a completely different set which is consistent with state goals but based on their view of local needs and conditions. The state goals are stated in broad, general terms so that districts have a large degree of latitude in developing instructional strategies and objectives that reflect local considerations. The seven goals are listed in Section II. In Section III the goals are again listed, along with the general knowledge and skills related to each goal. Section IV contains the sample learning objectives for grades 3, 6, 8, 10, and 12 related to each goal and keyed to the general knowledge and skills areas. Included in the Appendix are the State Goals for Learning for all six fundamental areas of learning, plus answers to some of the most frequently asked questions about this program. (MNS)

Qvarnstrom, Bengt-Olof
Montague Grammar and the Aims of Linguistics and Logic.
PUB DATE- 78
NOTE- 20p.; In: Ostman, Jan-Ola, Ed. Cohesion and Semantics. Reports on Text Linguistics, see FL 016 125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Deep Structure; English; *Linguistic Theory; *Logic; *Models; *Research Methodology; Semantics; Syntax; *Transformational Generative Grammar
IDENTIFIERS- Metalinguistics; *Montague (Richard)

This examination of Richard Montague's grammer as it is manifested in his study, "The Proper Treatment of Quantification in Ordinary English" (PTQ) proposes that the theory contains significant flaws and raises fundamental methodological questions about the aims of logic and linguistics. The first part of this discussion presents the fragment of English used for analysis in PTQ and the semantic rules and postulates for the fragment. The functioning of the semantic rules is illustrated with an example. The second part assesses the PTQ's success in achieving two of its objectives: (1) construction of a device simulating the competent native speaker's metalinguistic behavior concerning sentences and arguments in the fragment, and (2) introduction of an intensional logic translating extensional English sentences into formulas resembling those of ordinary extensional (predicate) logic. The paper examines the role of the various semantic postulates with respect to these and other objectives. (MSE)

ED 275 545 SE 047 528

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1, Experimental. Level 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-527-3
PUB DATE- 86
NOTE- 114p.; For part 2 of the workbook, see SE 047 529. For teacher's manual, parts 1 and 2, see SE 047 530-531.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drills (Practice); *Educational Objectives; Elementary Education; *Elementary School Mathematics; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Teacher Developed Materials; Workbooks

The activities in this workbook are designed to provide pupils with practice in mastering the performance objectives of the Comprehensive Instructional Management System (CIMS) in Mathematics for Level 2, Part 1, in New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. The 85 performance objectives are listed first, followed by the worksheets, ready for pupil use. (MNS)

DOCUMENT RESUME

ED 275 575　　SO 017 470

Callaway, Rolland; Baruch, Steven

Study of the Attitudes of Teachers and School Administrators Toward Leisure and Leisure Education.

PUB DATE- Mar 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Attitude Measures; Higher Education; *Leisure Education; *Leisure Time; Semantic Differential; *Teacher Attitudes

This study focuses on leisure as a social issue and the school's responsibility toward leisure education. One hundred twenty-six teachers and school administrators attending graduate classes at the Department of Curriculum and Instruction, University of Wisconsin-Milwaukee from 1983 to 1985 were administered two instruments. The survey sample included representation from kindergarten through post secondary levels, practically all subject areas, and small-town, suburban and city experience. The first of the two instruments, the "Semantic Differential," which measures what leisure means to people, presented 18 activities of leisure to which the subjects responded in terms of 4 polar adjectives on a 4-point scale. The second approach, a 15-item Likert instrument, used a 4-point scale from Strongly Agree to Strongly Disagree and measured attitudes towards leisure as a social issue and as a function of schools and schooling. The findings showed that the subjects did have meanings and that they also had differences in their views towards leisure and leisure education. Questions raised by the study were (1) what are schools expected to do in regard to leisure education? (2) what do schools do in regard to leisure education? (3) what should schools be doing in regard to leisure education? The appendix includes 14 tables showing the statistical data of the study. (SY)

DOCUMENT RESUME

ED 275 589 SO 017 599

Latin American Youth in a Time of Change and Crisis.

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/L-344(Conf-78/3)

PUB DATE- 18 Jul 85

NOTE- 54p.; Report prepared for the Latin American and Caribbean Regional Meeting for the International Youth Year (2nd, Montevideo, Uruguay, August, 26-30, 1985). For related documents, see SO 017 600-605.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Developing Nations; Foreign Countries; Higher Education; Latin American Culture; Latin Americans; Political Influences; *Political Socialization; Politics; *Social Change; Social Development; *Social Influences; Socialization; Social Status; *Youth; Youth Employment; Youth Opportunities; *Youth Problems; Youth Programs

IDENTIFIERS- Caribbean; *Latin America

This 4-part study reaffirms the concepts of a previous study entitled "Situation and Prospects of Youth in Latin America" and approved in 1983, and on the basis of new knowledge explores more deeply national situations and their diversity. It offers new conceptual and theoretical contributions on the condition of youth in Latin America and its significance. It also analyzes a number of new topics relating to the situation of youth in the region. These include: changes in the socioeconomic structure; social institutions as a possible channel of economic integration for youth; consumerism in Latin America and its impact on young people; implications of the world of work; the importance of symbolic dimensions in the condition of youth; and the identity of youth vis-a-vis social stratification in the region. Part 1, "Social Change and Its Effect on Youth," looks at the youth of the region and their relationship with the processes of transformation of the social structure, change, and the international economic crisis. Part 2, "Young People and Politics," reviews social determinants of political participation, the concept of political poverty, young people's capacity for political change in situations where modernization is a recent phenomenon, political participation and social strata, attitudes towards democracy and political institutions, the situation in those countries where modernization came early, spheres of participation, the family and political socialization, and social inclusion and exclusion processes: their effect on political attitudes. Part 3, "The Diversity of Situations in the Region," describes the typification of social development situations and the status of youth in relation to their specific situations. Part 4 contains prospects and conclusions. Also included in an appendix summarizing the 1983 study of which the present document is a follow-up. (TRS)

DOCUMENT RESUME

ED 275 604 SO 017 658

Vallance, Elizabeth
The Subject-Matters of Art and Art Criticism.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Aesthetic Education; *Aesthetic Values; *Art Appreciation; *Art Education; Art History; Cultural Enrichment; Elementary Secondary Education; Museums
IDENTIFIERS- Nation at Risk (A)

Increased attention to the importance of the arts in general education demands that we carefully define what we mean by "art" when we argue that it should be included in the school curriculum. Education in the arts has traditionally meant education in the making of art, but while only a few students will go on to produce artistically in later life, most students will see art and will have aesthetically-grounded experiences throughout their lives. Therefore an emphasis on education in it can serve at least 2 purposes: it can serve as a communication vehicle between critic and audience, helping the viewer better to see the work and understand its impact; we call this portrayal criticism. Art criticism may also intend to persuade the reader/viewer of the critic's judgment of the work; we may call this persuasive criticism. Both portrayal and persuasive criticism serve a purpose in education, and they serve different purposes in the K-12 classroom setting and the more informal museum education setting. Effective arts educators will use both portrayal and persuasive criticism, tailoring each to the different backgrounds and motivations of their audiences. (Author)

DOCUMENT RESUME

ED 275 619 SO 017 739

The Constitution: Perspectives on Contemporary American Democracy.
Close Up Foundation, Arlington, VA.
REPORT NO.- ISBN-0-932765-02-5
PUB DATE- 86
NOTE- 44p.
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Civil Rights; Class Activities; *Constitutional History; *Federal State Relationship; *Government Role; *Opinions; Resource Materials; Secondary Education; States Powers; Voting Rights
IDENTIFIERS- *United States Constitution

Four articles expressing the views of nine prominent United States citizens about the Constitution provide a context for reflecting on the meaning of the Constitution in present-day America. In "Why Has the Constitution Endured So Long?" Don Edwards, chairman of the House Civil and Constitutional Rights Subcommittee, discusses why the Constitution worked when the Articles of Confederation did not, and explains why the Constitution has endured for two hundred years. In "States' Rights and the Constitution" Mario Cuomo, governor of New York, and Newt Gringrich, a member of the House of Representatives from Georgia, debate the principle of federalism and its effect on the ability of the state to govern. In "Civil Liberties and the Constitution" Arthur Spitzer, the director of the Washington, D.C. chapter of the American Civil Liberties Union, discusses the importance of protecting the rights of minorities. In "Five Prominent Americans Reflect on the Constitution" Strom Thurmond, Judy Goldsmith, Phyllis Schafly, Barbara Jordan, and Tom Lantos discuss how the Constitution has influenced their personal and professional lives and explain what, if any, changes they would make. A case study "Extending the Right to Vote" examines how the 19th and 26th Amendments to the Constitution were ratified. Although both amendments deal with extending voting rights, the

ways in which they became part of our Constitution were very different. Three classroom activities are suggested and the publication concludes with a copy of the full text of the Constitution. (APG)

DOCUMENT RESUME

ED 275 635 SP 028 170

Ayers, Jerry B.
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 86-2. Tennessee Technological University Teacher Evaluation Model--Year XIII.
Tennessee Technological Univ., Cookeville. Coll. of Education.
PUB DATE- Jul 86
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Graduate Surveys; Higher Education; *Longitudinal Studies; *Program Evaluation; *Teacher Education Programs; Teacher Evaluation
IDENTIFIERS- Tennessee Technological University

A report is given of the results of the 13th evaluation study of graduates from Tennessee Technological University College of Education. The specific objective for the use of this longitudinal model was the evaluation and subsequent modification and improvement of the teacher education programs. The sample size by year of graduation was: 1983--16, 1984--19, and 1985--44. Detailed information was collected on each subject by use of standardized and locally developed instruments. The major findings of the study for the first year subjects were similar to those reported in the past 12 years. Comparisons between the B.S. and M.A. graduates indicated few significant differences; first year B.S. graduates appeared to be functioning at a level comparable to the M.A. graduates. Graduates in their second and third year of participation in the project appeared to be functioning at a higher level than first year graduates. Conclusions and recommendations were advanced from the results of the study that are being used to modify and improve the teacher education programs at the university. An 83-item list of reports and studies related to the teacher preparation programs of Tennessee Technological University is appended. (Author/JD)

DOCUMENT RESUME

ED 275 652 SP 028 234

Reddick, Thomas L.; Peach, Larry E.
Career Ladder Level II and Level III Teachers' Perceptions of the Effectiveness of the Tennessee Career Ladder Program.
PUB DATE- 20 Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Incentives; Merit Pay; *Program Attitudes; *Program Effectiveness; Promotion (Occupational); *Teacher Attitudes
IDENTIFIERS- Tennessee; *Tennessee Career Ladder Program

The Tennessee Career Ladder Program consists of a five-step classification system in which Level II teachers (who must have taught for 8 years) and Level III teachers (who must have taught for 12 years) are at the summit with the longest contracts and highest pay. This study surveyed 474 Level II and Level III teachers to determine the perceptions of these teachers concerning the effectiveness of the program. The findings of the study are reported in descriptive form by questionnaire item. The results indicated that the teachers believe the program will not necessarily improve education in Tennessee. Also, they thought that the Career Ladder would not attract more qualified individuals into teaching. However, respondents reported that the program was an incentive to remain in the the teaching profession. Also, most agreed that the quality of instruction would be improved through the implementation of the program. A majority concluded that merit pay would cause morale problems among teachers. Many disagreed that the Career Ladder Program had a positive influence on the overall effectiveness of their school. A total of 70 percent of those responding stated that the Career Ladder Program should be continued. (JD)

DOCUMENT RESUME

ED 275 668 SP 028 254

Mayhew, Harry C.; Griesinger, Lawrence
Education in American Society: Aims for Schools.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Creative Thinking; *Divergent Thinking; Educational History; *Educational Objectives; Educational Trends; Elementary Secondary Education; *Self Actualization; Values Education

In considering the aims or purposes of education in America today, this reflective discussion first reviews the aims of education since the founding of the United States, as well as those antecedent aims in the history of the Western education experience. An overview of changing trends in educational objectives illuminates the gradual development of societal attitudes on the meaning of citizenship and the definition of an educated person. The general thrust of educational aims has been a sense that, in addition to students' capacity to read and compute, educational programs should also link knowledge and skills with an understanding of, and commitment to, democratic principles and their application. Such programs begin in preschool and continue throughout formal education. They foster individual and cultural identity and include observation of, and participation in, the school and community as part of the curriculum. Ideally, they also deal with critical issues and the world as it really is and prepare students to make intelligent decisions. Such programs depend on teachers broadly prepared in history and the humanities and involve community members as resources for program development and student involvement. Exemplary school programs should present knowledge about the historical derivation and contemporary application of democractic beliefs which are essential to the understanding of American society and its institutions. (JD)

DOCUMENT RESUME

ED 275 683 SP 028 332

Thonney, Patricia; Mapes, Martha C.

Be a Choosy Chewer. Nutrition Comes Alive. Level 2. Nutrition Educator's Guide and Work Sheets, Letters to Parents, Recipes. Revised Edition.

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 85
NOTE- 109p.; For related documents, see SP 028 330-336.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Eating Habits; *Grade 2; *Nutrition Instruction; Physical Health; Primary Education; Self Care Skills

This guide provides a nutrition education program for elementary school students that spans kindergarten through Grade 3 as well as providing activities for specific levels. Nutrition education objectives are stated for each grade level: (1) kindergarten--students will become familiar with and motivated to eat a variety of foods; (2) grade one--students will appreciate the importance of nutritious foods to promote growth; (3) grade two--students will recognize that choosing appropriate foods and being physically fit will benefit their health; and (4) grade three--students will understand that food choices are influenced by physical, cultural, and economic factors. An explanation is given of what the students should understand about the objective for each level. This guide focuses on Grade 2 activities that help students understand that: (1) many foods can be chosen for good snacks; (2) some snacks are more nutritious than others; and (3) exercising regularly contributes to physical fitness and good health. A supplement to this guide contains worksheets, letters for parents, and recipes. A Spanish translation of the letters for parents is provided. (JD)

DOCUMENT RESUME

ED 275 698 TM 860 575

Kingston, Neal
Assessing the Dimensionality of the GMAT Verbal and Quantitative Measures Using Full Information Factor Analysis.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Management Admission Council, Princeton, NJ.
REPORT NO.- ETS-RR-86-13
PUB DATE- Mar 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration Education; College Entrance Examinations; *Factor Analysis; *Factor Structure; Graduate Study; Higher Education; *Item Analysis; *Latent Trait Theory; Mathematical Models; Mathematics Tests; *Maximum Likelihood Statistics; Verbal Tests
IDENTIFIERS- *Graduate Management Admission Test; *TESTFACT; Unidimensionality (Tests)

When the three-parameter logistic model and item response theory are used to analyze Graduate Management Admission Test (GMAT) data, there are problems with the assumption of unidimensionality. Linear factor analytic models, exploratory factor analysis programs, and the comparison of item parameter estimates for heterogeneous and homogeneous subsets also present difficulties. A new method of assessing the dimensionality of binary data is now available. TESTFACT is a computer program which can be used to perform full information factor analysis, using the marginal maximum likelihood method to estimate reparameterized discrimination and difficulty parameters for multidimensional item response models. The lower asymptote for each item is treated as a known constant whose value is input by the program user. TESTFACT allows a stepwise factor analysis to be performed. First a one-factor solution is performed, then a two-factor solution. The difference between chi squares for the two solutions is used to test whether the added factor is statistically significant. When TESTFACT was applied to both quantitative and verbal GMAT items, a dominant first factor and two additional, considerably weaker, factors were found. (Author/GDC)

DOCUMENT RESUME

ED 275 712 TM 860 626

Montague, William E.
Application of Cognitive Science Principles: Instructional Heuristics and Mechanisms for Use.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; *Epistemology; Heuristics; Higher Education; Inquiry; *Instructional Design; *Learning Theories; Literature Reviews; Models; *Research Utilization; Vocational Education

Cognitive science is briefly reviewed, and its implications for instructional design are discussed. The application of cognitive science to instruction requires knowledge of cognitive science, the subject content taught, and the system in which the instruction is imbedded. The central concept of cognitive science is mental representation--the description of mental entities and processes, both unconscious or automatic processes, as well as conscious problem solving and classification. Other issues which have an impact on instruction are the extent and quality of existing knowledge and self-monitoring of mental processes and structures. It is important to identify the context in which learning takes place in order to promote learning and transfer. Instructional engineering heuristics, or principles for teaching, present two challenges: (1) evaluate effectiveness of proposed principles; and (2) encourage knowledge users to learn and adapt their practices in designing and carrying out instruction. Engineering heuristics include the following: develop the correct strategy; minimize memory load; use inquiry teaching; incorporate cognitive theory into computerized tutors; recognize automatic and controlled processing skills; and teach thinking and problem-solving skills. Guidelines for vocational education involve duplication of the work environment, individualizing instruction, practice, job satisfaction, and adequate resources. The functional context approach to training emphasizes the use of materials which exist on the job and making the instruction meaningful to the user. (GDC)

DOCUMENT RESUME

ED 275 726 TM 860 640

Goertz, Margaret E.
State Educational Standards: A 50-State Survey.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-2
PUB DATE- Jan 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational Policy; Educational Practices; Educational Principles; Elementary Secondary Education; Graduation Requirements; National Surveys; *Profiles; School Districts; School Schedules; Staff Development; *Standards; *State Programs; *State Standards; Student Evaluation; Teacher Certification; Teacher Education; Testing Programs
IDENTIFIERS- *Standard Setting

This report presents detailed state-by-state descriptions of the range of state policies affected by the current education reform movement. It begins by presenting a typology of standards imposed by education decision-makers at the state, district and local level. This typology was used to identify, collect, and describe state-prescribed educational standards in effect in the 1984-85 school year. Profiles of state standards were developed for each of the 50 states, covering student standards (testing, high school graduation requirements, and attendance), teacher standards (teacher preparation, certification and relicensing, and staff development), and school and school district standards (length of school year, length of school day, curriculum mandates, and other standards). Each state revised drafts of the profiles and provided information on curriculum mandates. Chapter 1 summarizes the policies in effect across the 50 states and changes made by the states; Chapter 2 includes the 50 revised profiles. (LMO)

DOCUMENT RESUME

ED 275 741 TM 860 656

Nelson-Le Gall, Sharon
Help-Seeking Behavior in Learning.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1986/3
PUB DATE- Mar 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Patterns; *Cognitive Style; Decision Making; Educational Environment; Educational Research; Elementary Education; Helping Relationship; Heuristics; *Inquiry; Interpersonal Relationship; *Learning Processes; *Learning Strategies; Metacognition; Personality Traits; Problem Solving; Self Esteem; Social Environment; *State of the Art Reviews
IDENTIFIERS- *Help Seeking

Help-seeking has become a topic of growing interest in the past 5 years for educators and psychologists concerned with the development and enhancement of children's active learning skills. This paper explains the instrumental role of help-seeking in learning. Major conceptualizations of help-seeking are examined and evaluated for their utility in understanding help-seeking in school-aged learners. Cognitive, developmental, and motivational characteristics of the help-seeker are discussed, as well as situational and contextual characteristics of the helping interaction. A reconceptualization of help-seeking that emphasizes its adaptive and instrumental functions in achievement activities is outlined. The role of instrumental help-seeking across the developmental span from infancy to adulthood is illustrated in the context of parent-child and peer relations, and in formal and informal learning situations. Prior research on the development of skills relative to help-seeking is reviewed. The impact of situational variations in the learning and achievement setting of the classroom is discussed, and ideas for future research are suggested. A six-page list of references concludes the document. (JAZ)

DOCUMENT RESUME

ED 275 755 TM 860 672

Vedros, Ralph G.
Improving Textbooks: LVR Florida Style.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Adoption (Ideas); Educational History; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; Pretesting; *State Legislation; *Student Role; *Textbook Evaluation; *Textbook Preparation; Textbook Publication; Textbook Selection
IDENTIFIERS- Florida; *Learner Verification and Revision

Learner Verification and Revision (LVR) has been part of Florida's instructional materials adoption process since 1974, when state statutes required textbook publishers to provide written proof that their materials were revised based on student feedback before publication. Publishers were also required to collect student data and make revisions during the entire market life of the product. In 1983, the LVR guidelines were made more specific and required that the LVR be submitted by publishers prior to submitting textbooks for adoption. The current 1985 Florida LVR guidelines required four sections: (1) product background information; (2) intended learner outcomes; (3) prepublication LVR--overview of LVR process, data collection and use, instruments used, and sample revisions; and (4) post publication LVR--plans for further data collection. Training was provided for publishers, and state instructional materials councils felt it was easier to evaluate the reports. Publishers, however, expressed concerns about the cost of field testing an entire textbook, validity and reliability of students' feedback, paperwork, and lack of evidence validating LVR. In light of these problems, it was recommended that the guidelines be reviewed, that publishers work with authors in implementing LVR, and that guidelines be applied more consistently. (GDC)

DOCUMENT RESUME

ED 275 770 TM 860 688

Keefe, James W.; Monk, John S.
Learning Style Profile: Examiner's Manual.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 86
NOTE- 28p.; For a related document, see TM 860 687.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($3.00, plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; *Cognitive Style; *Cognitive Tests; Concurrent Validity; Educational Testing; Elementary Secondary Education; *Factor Structure; Learning Strategies; Scoring Formulas; *Test Construction; Test Interpretation; Test Manuals; Test Norms; Test Reliability; *Test Validity
IDENTIFIERS- Edmonds Learning Style Identification Exercise; Group Embedded Figures Test (Witkin); Learning Style Inventory; *Learning Style Profile

This examiner's manual accompanies the Learning Style Profile (LSP), which measures cognitive skills as well as affective and environmental preferences. Charles Letteri's General Operations Model was accepted as the prototype for relating learning styles to cognitive information processing. The LSP was developed from 1983 to 1986; several versions were administered and factor analyzed. The final draft of 126 items was administered to a national normative sample of 5,154 students in grades 6 to 12. Results of test reliability studies were acceptable for a test of this length. Concurrent validity was examined using the Group Embedded Figures Test, the Edmonds Learning Style Identification Exercise, and the Learning Style Inventory. Results were generally acceptable, as were indications of face, content, and construct validity. Factor analysis resulted in 23 scales: analytic, spatial, discrimination, categorizing, sequential processing, and memory skill; visual, auditory, and emotive perceptual response; persistence and verbal risk orientation; verbal-spatial, manipulative, grouping, posture, mobility, sound, lighting, and temperature preference; and study time preference (early morning, late morning, afternoon, or evening). This manual contains directions for administering the test; scoring and interpreting instructions; normative data; terms of use; and order forms. (GDC)

DOCUMENT RESUME

ED 275 784 UD 025 201

Malone, Margaret
Work and Welfare. Prepared for the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources and the Subcommittee on Social Security and Income Maintenance of the Committee on Finance, United States Senate, 99th Congress, 2nd Session.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Prt-99-177
PUB DATE- Aug 86
NOTE- 169p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Employment Opportunities; *Employment Programs; Family Income; Federal Aid; *Federal Legislation; *Federal Programs; *Government Role; Poverty Programs; United States History; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Congress 99th

This report chronicles the history of the Federal role in welfare programs and training and employment programs since the New Deal. Part I presents a chronological summary of legislative action since 1935 and briefly discusses some major issues the Congress has tried to resolve, including: whether Aid to Families with Dependent Children (AFDC) recipients should be treated as employable; how employment and training programs should be administered and what they should provide; and how children of working parents can be assured of adequate care. A lack of congressional consensus on these issues has led to bitter debate, administrative confusion, and a lack of policy coherence. Part II discusses the following topics in greater detail: (1) enactment of a program of aid to dependent children; (2) adoption of the concept of "self-support"; (3) "unemployed parents" introduced to the program; (4) the public welfare amendments of 1962; (5) expansion of the work incentive concept; (6) enactment of the work incentive (WIN) program; (7) welfare reform and welfare expansion during the Nixon era; (8) legislation for employment-related demonstration projects; (9) Carter's welfare reform proposal--basic issues reemerge; (10) efforts to authorize job search and changes in the WIN program; and (11) the Reagan Administration--renewed emphasis on work requirements. Appendices provide data on work programs, characteristics of AFDC recipients, AFDC enrollment and benefits, the general population of mothers in the labor force and the status of children, and selected employment and training programs for AFDC recipients. (KH)

DOCUMENT RESUME

ED 275 799 UD 025 224

Wehlage, Gary G.; Rutter, Robert A.
Dropping Out: How Much Do Schools Contribute to the Problem?
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 55p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; High Schools; School Administration; *School Holding Power; *School Responsibility; *School Role; Teacher Responsibility; Teacher Student Relationship

This study looks beyond the individuals who drop out to determine the role of schools in the dropout process. It presents a profile of dropouts including the following characteristics: (1) low socioeconomic status, (2) poor school performances, and (3) in-school delinquency. It also addresses the reasons students give for dropping out. The data provide a picture of dropouts very close to that of non-college-bound adolescents who complete high school. Institutional characteristics seem to account for the separation between stay-ins and dropouts. In the typical high school where many drop out, teachers are not particularly interested in students and the discipline system is perceived as neither effective nor fair. The effects of dropping out on self-esteem and locus of control are seen as outcomes of formal schooling, dependent rather than independent variables. This report sees student and school interacting to produce dropouts, with schools having a responsibility to respond to students who are at risk. Three general policy reforms are recommended: (1) an enhanced sense of professional accountability among educators toward all students, (2) a renewed effort to establish legitimate authority within the institution, and (3) redefining school work to allow more students to achieve success and satisfaction. (LHW)

Curran, Donald J.; And Others
Government in the Community.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 14p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Activity Units; Citizenship Education; *Community; Concept Teaching; Decision Making; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities; *Local Government; Taxes
IDENTIFIERS- Market Economy

This issue begins with information on new economic education curriculum materials and includes a conceptual introduction to the relationship between local government and the economy. Following this, four instructional units are provided. The first unit, called "Communities Need Rules," is intended for preschool and kindergarten children. Students play the "rule game," listen to and discuss Maurice Sendak's "Where the Wild Things Are," investigate school rules on littering and running, observe an ant farm for signs of cooperative living, and build a "block town" which features government-furnished services such as a school, a fire station, and a library. In "Kids Who Pay Taxes," the unit for grades 1 and 2, students start their own mini-town where workers pay income taxes from wages earned. In order to build understanding about the benefits of government provided services, the students perform a fully-scripted classroom skit. Third and fourth grade children build "family government shields," investigate private versus public-supported occupations, play a taxation board game, and report on community social service agencies. The fifth and sixth grade unit is about marginal decision-making and cost-benefit analysis and also looks at analyzing the trade-offs incurred by decisions to raise taxes. (JDH)

ED 275 605 SO 017 661

Kohler, Fred
Utilizing Tornado Data for Classroom Exercises.
PUB DATE- 10 Oct 86
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Chicago, IL, October 10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data; *Data Interpretation; Geographic Regions; *Geography Instruction; Higher Education; *Learning Activities; Maps; Map Skills; Secondary Education; Units of Study; *Weather
IDENTIFIERS- *Tornadoes

Exercises were developed using tornado statistics to provide students with a better understanding of the spatial and temporal characteristics of these phenomena in the United States. Four categories of exercises were considered beginning with the simplest and progressing to the more complex. The first set of exercises required students to interpret tornado data. The second set utilized maps and posed questions about the frequency of tornadoes and associated fatalities. The third set required students to graph data and interpret trend lines in order to understand relationships. The fourth set used the Spearman Rank Correlation to confirm suspected spatial relationships examined in earlier exercises. The sample questions developed for each of the exercises served as examples of what could be done with tornado statistics. It is hoped that the questions and data will encourage users to expand on existing exercises, as well as to develop new ones for the classroom. Six tables of tornado data and corresponding maps are included. (Author/APG)

ED 275 620 SO 017 832

Leestma, Robert; Bennett, William J.; And Others
Japanese Education Today. A Report from the U.S. Study of Education in Japan. Prepared by a Special Task Force of the OERI Japan Study Team: Robert Leestma, Director... and with an epilogue, "Implications for American Education," by William J. Bennett, Secretary of Education.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 103p.; Other Task Force members: Robert L. August, Betty George, Lois Peak. Other contributors: Nobuo Shimahara, William K. Cummings, Nevzer G. Stacey. Editor: Cynthia Hearn Dorfman. For related documents, see SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; Comparative Education; Education; Educational Change; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *Japanese; *Secondary School Curriculum; Teacher Education
IDENTIFIERS- *Japan

Based on 2 years of research, this comprehensive report of education in Japan is matched by a simultaneously-released counterpart Japanese study of education in the United States. Impressive accomplishments of the Japanese system are described. For example, nearly everyone completes a rigorous core curriculum during 9 compulsory years of schooling, about 90 percent of the students graduate from high school, academic achievement tends to be high, and schools contribute substantially to national economic strength. Reasons for Japanese successes include: clear purposes rooted deeply in the culture, well-defined and challenging curricula, well-ordered learning environments, high expectations for student achievement, strong motivation and effective study habits of students, extensive family involvement in the mission of schools, and high status of teachers. Problems and criticisms are noted, including inattention to variations in students' abilities and needs, rigidity and uniformity of the system, and insufficient concern for development of creative and independent thinking. Current education reform efforts are described. Implications of this report for U.S. education are discussed in a special Epilogue by U.S. Secretary of Education, William J. Bennett, who endorses several qualities of the Japanese system, such as high standards for all students, cultural literacy developed through the school curriculum, and strong parental involvement in the education of their children. A glossary and appendix containing statistical data, a bibliography, a list of papers commissioned for the United States Study of Education in Japan, basic references, brief facts about Japan, and a map of Japan conclude the document. Appended are the U.S. Press Release (dated January 3, 1987) announcing release of the report and the matching Japanese statement announcing release of the counterpart Japanese report entitled "Educational Reform in the United States." (JP)

SP

ED 275 636 SP 028 172

Staff Development and Professional Growth Program of the Mehlville School District.

Mehlville R-9 School District, St. Louis, Mo.

PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Individual Development; Needs Assessment; *Participative Decision Making; Program Costs; *Program Development; *Staff Development; *Teacher Influence
IDENTIFIERS- Mehlville School District MO

The Professional Growth and Staff Development Program of the Mehlville School District in St. Louis, Missouri, is comprehensive in nature and has four distinct but complementary components. (1) The districtwide instructional improvement component focuses upon research-based teaching, and provides teachers and administrators with a common body of knowledge and generic skills applicable to instruction. Nationally recognized programs are used for in-house training: Instructional Theory into Practice (ITIP), Teacher Expectations and Student Achievement (TESA), Cooperative Learning, and Project IMPACT. (2) The curriculum/subject area component furnishes district teachers with opportunities to develop curriculum for district programs, to serve on textbook adoption committees, and to attend or present workshops on subject area matter. (3) The building-based component of the program gives recognition to the school as the primary unit of change that brings about educational improvement and places decision-making with the staff. (4) The individual growth component provides support for the professional activities of staff with tuition reimbursement opportunities and other incentives. The needs assessment instrument used to develop this program is appended. (JD)

ED 275 653 SP 028 238

Cooley, Van E.; Thompson, Jay C., Jr.
Staff Development in Varied U.S. Geographical Regions: A Study of Attitudes and Practices.

PUB DATE- 23 Nov 86
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Inservice Teacher Education; Local Norms; *Program Attitudes; Program Effectiveness; *Staff Development; State Surveys; Teacher Attitudes

A national study was conducted to determine both the perceived importance and the current practices of ongoing staff development programs in different regions in the United States. Responses to questionnaires were received from 267 school districts. A total of 51 school districts from the South, 49 from the Midwest, 44 from the East, and 39 from the West comprised the sample. The study focused on the following questions: (1) What differences existed between states in the four geographical regions of the United States in both the importance and utilization of staff development concepts and practices? (2) What effect did funding allocated to staff developent programs have upon such practices? (3) What differences existed between rural, suburban, and urban school districts in the perceived importance and utilization of staff development concepts and practices? and (4) What differences existed between the size of district (based upon student enrollment) in the importance and utilization of staff development concepts? Responses from each geographical region are discussed and analyzed. (JD)

Ayers, Jerry B.
Teacher Education Program Evaluation: A Case Study Past and Future.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Methods; Graduate Study; Higher Education; *Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Research and Development Centers; *Teacher Education Programs
IDENTIFIERS- Tennessee Technological University

Tennessee Technological University has long recognized the importance of systematic evaluation. Since 1973, the university has applied a longitudinal model for systematic data gathering and for evaluating its teacher education programs. The major goals of the university's system have been to evaluate the program objectives, provide information for those making decisions about curriculum evaluation and development, and aid in the long-range planning for the entire institution. Results derived from the project have been used to make changes in modules of study, courses, and the introduction of more educational technology. The university has now established a center, designated to study ways to improve the evaluation of programs for the preparation of teachers. The center's major activities will involve development and implementation of teacher education program evaluation models, research associated with teacher education evaluation, and dissemination of materials for use by higher education and other agencies. (CB)

Mapes, Martha C.; Thonney, Patricia
The Food Peddlers. Nutrition Comes Alive. Level 3. Nutrition Educator's Guide and Work Sheets, Letters to Parents, Recipes. Revised Edition.
State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.
SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 85
NOTE- 160p.; For related documents, see SP 028 330-336.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Consumer Education; *Eating Habits; *Grade 3; *Nutrition Instruction; Physical Health; Primary Education; Self Care Skills; Vending Machines

This guide provides a nutrition education program for elementary school students that spans kindergarten through Grade 3 as well as providing activities for specific levels. Nutrition education objectives are stated for each grade level: (1) kindergarten--students will become familiar with and motivated to eat a variety of foods; (2) grade one--students will appreciate the importance of nutritious foods to promote growth; (3) grade two--students will recognize that choosing appropriate foods and being physically fit will benefit their health; and (4) grade three--students will understand that food choices are influenced by physical, cultural, and economic factors. An explanation is given of what the students should understand about the objective for each level. Three sections for Grade 3 class activities are proposed. Section 1 focuses on how sensory perceptions influence our food choices. Section 2 explores the impact that family, social, and community groupings have on our choices. The final section examines the influence of commercial advertising and helps the student develop skills to make better-informed decisions about foods that are advertised. A supplement to this guide contains worksheets, letters for parents, and recipes. A Spanish translation of the letters for parents is provided. (JD)

ED 275 699 TM 860 599

Earle, Janice
Assessing Graduation Standards: Impact and Further Questions.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Credits; Educational Change; *Evaluation Methods; Grade 9; *Graduation Requirements; High Schools; Minimum Competency Testing; Program Effectiveness; *Program Implementation; Secondary School Curriculum; *State Programs; *State School District Relationship; *State Standards
IDENTIFIERS- *Maryland

Maryland is one of the states which recently developed new requirements for high school graduation. A preliminary evaluation of these new state standards has raised a number of issues about graduation standards and their assessment. The Maryland State Department of Education examined statewide policies and guidelines for high schools between 1982 and 1985. There were indications that curriculum contents and graduation requirements were inconsistent around the state. The new guidelines called for increased credits in mathematics, fine arts, and practical arts, and for instruction in computer use, study skills, and critical thinking. Four minimum competency tests in reading, mathematics, writing, and citizenship were also required. Some general concerns about raising graduation standards involve increasing state power, changes in curriculum and staffing, and increasing inequities for disadvantaged or high risk students. Initial evaluation of Maryland's program, conducted by experienced facilitators, indicated that a longer period of time was needed for phasing in the requirements for ninth grade students and for Certificate of Merit applicants. Most schools also reported difficulty in defining the fine and practical arts requirements. (GDC)

Fang, Wei Li; Covert, Robert W.

Assessing a Federal Approach to Evaluating Evaluations: The Joint Dissemination Review Panel. Can Approved Submissions Be Distinguished from Those Not Approved?

PUB DATE- Apr 86

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Franciso, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Federal Programs; Higher Education; Predictor Variables; Program Costs; *Program Effectiveness; Program Evaluation; *Program Validation; *Validated Programs

IDENTIFIERS- *Joint Dissemination Review Panel

Three studies identifying the characteristics of program submittals approved by the Joint Dissemintion Review Panel were examined. Between 1978-1985, 358 demonstration programs were submitted. For each of these years, between 51 percent and 83 percent of the submittals were approved. In this study, the submittals were reviewed on the basis of the Joint Panel's criteria for program effectiveness; evidence of impact; evidence of statistical reliability of effects; evidence that the effects are educationally meaningful; interpretability of tests; credibility of evidence; evidence that the effects are attributable to the intervention; and evidence of generalizability. The reviewers also considered the clarity and quality of the submittal itself. The program content areas most frequently included were basic skills (reading, mathematics, and writing), career education, and special education. Approved submittals, in addition to the official seven criteria, also provided adequate descriptions of the program components. Most approvals used quasi-experimental or experimental designs, and nonequivalent or randomized control groups. Although the number of submittals decreased, evaluation designs became more rigid in more recent years. Clear writing and presentation of results appeared to be a critical factor in acceptance. (GDC)

Kean, Michael H.
Testing: Future Challenges, Future Responses.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Testing; Educational Technology; *Educational Testing; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; Information Needs; *Measurement Objectives; *Testing Problems; Test Use

A number of challenges will be faced by the school testing community in the future. The content of achievement tests must match the curriculum, which changes its focus over the years. Test content should reflect expanding curriculum areas such as computer literacy, consumer skills, and critical thinking. Test publishers will provide data for decision making, not merely instruments. Tests should be matched to the particular purpose for which the scores will be used. Careful test construction may result in shorter tests which provide more information. One important challenge involves learning how to utilize test information. A variety of audiences use test results, and they have different information needs. Advertising techniques will be used to communicate information to these audiences. Turnaround time in scoring tests must be faster; microcomputers and telephone transmission of data will help achieve increase in speed. Testing individuals at the proper level will be facilitated by computer adaptive testing and branching. Microcomputers will be used increasingly in both testing and instruction. Test data will be linked to other data bases, and comparative normative data will be updated more often. Finally, item analyses should also target what students have not yet mastered. (GDC)

ED 275 742 TM 860 657

Stringfield, Sam; And Others
School Improvement Efforts: Qualitative Data from Four Naturally Occurring Experiments in Phase III of the Louisiana School Effectiveness Study.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Data Collection; Educational Change; Elementary Secondary Education; Evaluation; *Field Studies; Grade 3; Naturalistic Observation; Qualitative Research; *Research Methodology; Rural Schools; *School Effectiveness; Standardized Tests; Urban Schools
IDENTIFIERS- *Effective Schools Research; Louisiana; *Louisiana School Effectiveness Study

Phase III of the Louisiana School Effectiveness Study (LSES-III) was designed in part to obtain rich, qualitative data on the characteristics of more and less effective schools in the Gulf South. Data were gathered on eight matched outlier pairs of schools during the 1984-1985 school year. Of the eight historically ineffective schools in LSES-III, four were actively engaged in school improvement efforts during the study. None of these efforts was dictated from the state or district; none was externally funded. This serendipity provided an opportunity to observe improvement efforts which were of the "naturally occurring"--as opposed to externally developed, mandated or otherwise offered--variety. The four projects are described in this paper. The suggestion is made that they fall along two independent dimensions: Technical vs. Programmatic change efforts, and efforts focused on a point along a continuum ranging from orderliness to excellence. Comparisons and contrasts to the more frequently studied, formally planned and conducted school improvement efforts are made. (Author/LMO)

ED 275 756 TM 860 673

Strahan, David B.; Van Hoose, John
The Development of Clinical Supervision Procedures for Extending the Personally and Professionally Inviting Behaviors of Middle Grades Teachers--A Pilot Study.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Rating Scales; *Classroom Observation Techniques; *Elementary School Teachers; Evaluation Criteria; Intermediate Grades; Interrater Reliability; *Self Evaluation (Individuals); Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teaching Styles; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Assessments of Performance in Teaching; *Invitational Teaching Observation Instrument; Invitational Teaching Survey; Teacher Performance Appraisal System

The Invitational Teaching Observation Instrument was developed to extend effective teaching through self-assessment and clinical supervision. Based on the theories of Invitational Education, this test analyzed both personal and professional dimensions of teaching. Items reflected research on effective teaching and were cross-validated with two widely used teacher performance appraisal systems: The Assessments of Performance in Teaching Observation Instrument and the Teacher Performance Appraisal System. Data collected by two volunteer teachers provided case studies that demonstrated the use of the instrument in self-assessment and improvement strategies. Ratings from 17 observers who used the instrument to analyze a videotaped lesson indicated that while the general level of inter-rater reliability was adequate, 13 items yielded low inter-rater agreement. It was concluded that the Invitational Teaching Observation Instrument provides a valid and useful framework for self-assessment and, when revised to improve reliability, may provide a meaningful basis for clinical and collegial supervision. The Invitational Teaching Observation Instrument is appended. (Author/GDC)

ED 275 771 TM 860 693

Katzenmeyer, Conrad G.
The Federal Role in Encouraging State-by-State Achievement Comparisons.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; College Entrance Examinations; *Comparative Testing; Data Collection; *Educational Policy; Educational Research; Elementary Secondary Education; Federal Government; *Federal Programs; National Surveys; *Research Design
IDENTIFIERS- American College Testing Program; *Indicators; *National Assessment of Educational Progress; Scholastic Aptitude Test

With the growing interest in comparing student achievement state by state, there is a need to develop better techniques for making such comparisons. Approaches available now, particularly the use of Scholastic Aptitude Test (SAT) and American College Test (ACT) scores, have obvious shortcomings but nonetheless continue to be prominent because there is nothing more defensible. In this paper, the role of the federal government in encouraging new approaches is discussed, particularly the exploration of the use of state assessments in cross-state comparisons, and the extension of National Assessment of Educational Progress (NAEP) to a nationally representative sample for this purpose. (Author/JAZ)

UD

ED 275 785 UD 025 202

McBee, Maridyth M.
Dropout Report for the 1985-86 School Year.
Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
PUB DATE- Aug 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; American Indians; *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; *High Schools; *Junior High Schools; Potential Dropouts; School Holding Power; Student Attrition
IDENTIFIERS- *Oklahoma City Public Schools

To examine local dropout trends the Oklahoma City Public Schools (OCPS) documented the numbers and described the characteristics of those who dropped out in the 1985-86 school year. Local dropout rates were compared to those of other school districts and the nation as a whole. A dropout was defined as any student who is under age 18 and has not graduated from high school and is not attending any public school or otherwise receiving an education pursuant to law for the full term of the school district in which he or she resides. The student who is absent for 20 consecutive days and for whom no other school has requested his records is also considered a dropout. The OCPS recorded a 2 percent dropout rate at the middle schools, a 10.9 percent rate at the high schools and an over-all rate of 6.6 percent. Students most likely to drop out were American Indians or Whites. The most frequent time to leave was in the ninth or tenth grade and the highest numbers left in November or February. Almost identical numbers of males and females dropped out. Slightly over half of the dropouts were from families with a lower socio-economic background. The most frequent reason for leaving was a lack of interest in school. Achievement scores of dropouts indicated a history of below average achievement. (PS)

ED 275 800 UD 025 225

Kolstad, Andrew J.; Owings, Jeffrey A.

High School Dropouts Who Change Their Minds about School.

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 16 Apr 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Continuation Students; *Dropout Characteristics; Dropout Programs; *Dropout Research; *Dropouts; Equivalency Tests; *High School Equivalency Programs; High Schools; *Reentry Students

This study aimed to describe the following: (1) how many dropouts attempt to change the course of their lives by returning to complete their diploma requirements; (2) what kinds of dropouts return; and (3) how the subsequent activities of this group differ from those of dropouts who remained out of school. Those groups shown by previous research to be most likely to drop out were found to be least likely to return to their diploma requirements. The following factors characterized this high-risk group: (1) Black or Hispanic ethnicity; (2) below-average socioeconomic resources, (3) poorer test scores; (4) living in the West and Midwest (vs. the South and Northeast); and (5) living in rural or urban areas (vs. suburban areas). In general, male dropouts were more likely to return and finish high school than females (except among Whites, where they were equally likely). Among dropouts, those who completed diploma requirements were more likely to have done the following: (1) enrolled in postsecondary educational institutions; (2) enlisted in military service; or (3) obtained full-time employment. Dropping out is a reversible decision; this report concludes that there are good chances for success in working with dropouts to complete their schooling. The findings reported in this paper derive from the High School and Beyond project, sponsored by the U.S. Department of Education's Center for Statistics. Several tables with graphs are provided. (LHW)

ED 275 590 SO 017 600

Guidelines for Future Policies to Complement the Regional Plan of Action for Latin America and the Caribbean for the International Youth Year. Note by the Secretariat.

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/L-346(Conf-78/5)
PUB DATE- 17 Jul 85
NOTE- 20p.; Report prepared for the Latin American and Caribbean Regional Meeting for the International Youth Year (2nd, Montevideo, Uruguay, August, 26-30, 1985). For related documents, see SO 017 599-605.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Developing Nations; Foreign Countries; *Guidelines; Higher Education; *Latin Americans; Policy; *Youth; Youth Opportunities; *Youth Problems; Youth Programs
IDENTIFIERS- Caribbean; *Latin America

The purpose of the report is to formulate a number of guidelines for policies designed to complement the Regional Plan of Action, adopted in 1983, which serves as the basis for a long-term strategy whose approach focusses on the connection between youth-related activities and the overall regional development picture. The Plan continues to be valid with respect to its identification of serious problems faced by Latin American youth and the policies applicable to resolving those problems; these aspects provide a basis upon which to plan future measures. The report emphasizes those factors which will have a particular impact on the execution of the strategy it sets forth. The guidelines represent an attempt to provide a better means of relating recommendations to immediate developmental problems and suggests priorities and activities to sustain a successful application of the Plan. The report's sections are entitled: "Challenges to be met in the pursuance of the goals and objectives of the regional strategy relating to youth"; "Bases for the orientation of future complementary policies relating to youth"; "Corollaries for the application of the Regional Plan of Action at a time of crisis"; and "Proposed measures complementary to the Plan of Action with regard to the crisis." (TRS)

ED 275 577 SO 017 522

Shropshire, William O.; And Others
Resources for the Marketplace.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 84
NOTE- 18p.; For related documents, see SO 017 511-525.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Activity Units; Concept Teaching; Decision Making; Early Childhood Education; *Economics Education; Elementary Education; Entrepreneurship; Experiential Learning; Learning Activities; *Natural Resources; Production Techniques
IDENTIFIERS- Supply and Demand

A conceptual introduction to the nature of resources and their role in production and in the marketplace begins this issue. Four instructional units follow, beginning with "Nature Is Resourceful," a unit intended for preschool and kindergarten children built around a nature/resource walk, making sun tea, and analyzing the story of the "Three Pigs." The first and second grade unit offers seven separate "resource awareness" activities ranging from reading to making a product. "Rounding Up Resources," the unit for third and fourth grade children, involves students in using maps to identify natural resources, marketing natural resources, and tracing the production of paper. The fifth and sixth grade unit, called "Blue Jeans to Income," helps students investigate the factors of production and examine the relationships between income, economic well-being, and control of economic resources. This issue concludes with announcements of the "Striving for Excellence" awards competition held in conjunction with the 1984 Summer Olympics and with membership information for the National Center of Economic Education for Children. (JDH)

ED 275 606 SO 017 664

Chandler, William U.
The Changing Role of the Market in National Economies. Worldwatch Paper 72.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-73-9

PUB DATE- Sep 86
NOTE- 61p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agricultural Production; Agriculture; *Economics; Energy Conservation; *Energy Management; *Environmental Influences; Environmental Standards; Global Approach; *Income; Pollution; Productivity
IDENTIFIERS- *Environmental Issues; Environmental Problems; *Equity Theory; Market Research

The concept of sustainable economics not only examines how to produce what for whom but also how irreplaceable resources can be adequately conserved. Efficient and equitable economic mechanisms are central components of the concept. Analyzing issues complicated by politics, ideology, and nationalism, sustainable economics scholars attempt to explore what works to make resource use more efficient, how people behave in relation to resources, and how a country's economic system can alter its prospects for survival. In this paper an answer for survival is sought through an examination of the performance of various countries throughout the world in agricultural efficiency/food security, energy efficiency, environmental pollution, and equity. Central to these topics is the changing reliance on the market, which should have significant human and environmental consequences. It is also contended that efficient food production and energy consumption make the best indicators of progress toward sustainable economics. It is concluded that many countries are reorienting their economies but that over-optimism about efficiency is not justified in view of the many problems that remain. Ten tables and 4 figures illustrate the topics in question. (TRS)

ED 275 637 SP 028 175

Reese, William J.
Power and the Promise of School Reform: Grassroots Movements during the Progressive Era.

REPORT NO.- ISBN-0-7102-0767-0
PUB DATE- 86
NOTE- 342p.
AVAILABLE FROM- Methuen Inc., 29 West 35th Street, New York, NY 10001 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Historical Materials (060)
DESCRIPTORS- Citizen Participation; *Community Attitudes; Comparative Analysis; *Educational Change; Educational Improvement; Elementary Secondary Education; *Political Attitudes; *Social Change; United States History; *Urban Education
IDENTIFIERS- Missouri (Kansas City); New York (Rochester); Ohio (Toledo); Wisconsin (Milwaukee)

This book is a comparative analysis of the tensions, compromises and conflicts over school reform in four urban school systems in the United States. In examining the contradictory forces that shaped urban education in the U.S., it illuminates how grassroots movements operated during the early twentieth century. Unlike many of the standard histories of American education, which focus on New England and Eastern cities, this study analyzes schooling in Rochester, New York; Toledo, Ohio; Milwaukee, Wisconsin; and Kansas City, Missouri. It explores the ways in which diverse community groups struggled to make local schools responsive institutions in a time of dramatic change. School reform was a dominant motif of the Progressive era, but community organizations from local Socialists to parent-teacher associations fought against the contemporary trend toward centralization and elitist politics. This book focuses on the social movements and people instrumental in the struggle for reforms, describing how organized women, labor, and urban radicals became dynamic, resourceful and successful participants in movements to improve schools in local communities. (JD)

ED 275 654 SP 028 239

Packard, Richard D.

A Statewide Pilot Teacher Incentive Program: Research and Development for Effective Policy Change and Educational Reform.

PUB DATE- Nov 86

NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Ladders; Educational Cooperation; Elementary Secondary Education; Incentives; *Program Development; *Research Projects; *State Programs; Teacher Evaluation; Teacher Salaries; *Teaching (Occupation)

IDENTIFIERS- Arizona

This paper presents results regarding the development, research, and evaluation of unique aspects of the Arizona Career Ladder Teacher Incentive Program. The first section presents a brief overview of the historical perspective of career ladders and teacher incentive programs. The second section, which describes the Arizona model, details its unique aspects, including: (1) collaboration among government, business, universities, school districts, and the teaching profession; (2) teacher evaluation systems; (3) totally restructured salary schedules; and (4) a pilot research and evaluation project. The third section presents results of an evaluation of the program, which indicate that the model is already showing significant strengths and weaknesses which will allow a workable model to be developed. (CB)

ED 275 670

SP 028 256

Wideen, Marvin; And Others

Problem-Focused Coursework as a Model for In-Service Education: Case Studies of Teacher Initiated Change.

SPONS. AGENCY- Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.
PUB DATE- Feb 86
NOTE- 236p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Instructional Improvement; *Research Utilization; *Theory Practice Relationship
IDENTIFIERS- British Columbia

The concept of a problem-focused coursework model, the main inservice vehicle examined in this research conducted at Simon Fraser University in British Columbia, incorporates traditional university input with training in implementation skills for teachers. The study examined the impact of a problem-focused model of coursework on the instructional practices of teachers, and analyzed whatever changes occurred in the classroom and the schools involved, from selected perspectives drawn from the literature on school improvement. Following the first section of the report, which provides a discussion of the problems that the study attempted to address and an account of the objectives that directed the study, the second section presents a summary of literature in three areas: teacher-initiated innovation; university coursework as inservice education; and observational methodology. The third section describes the procedures followed in the study. The fourth section discusses the results in the form of seven case studies and results from interviews and questionnaires. A final section provides a discussion and interpretation of results. Results provided evidence that traditional university coursework does little to improve classroom practice partly because much of it is foreign to practice and partly because few attempts have been made to assist teachers in implementing the ideas that are presented. A 10-page reference list, descriptions of courses and projects of interest to teachers, evaluation sheets, and an undergraduate education course information sheet are appended. (JD)

ED 275 685 SP 028 334

Waldron, Laurie

The Great Balancing Act. Nutrition Comes Alive. Level 4. Nutrition Educator's Guide and Work Sheets, Information Sheets, Story, Letters to Parents. Revised Edition.

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 86
NOTE- 106p.; For related documents, see SP 028 330-336.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dietetics; *Eating Habits; Food Standards; *Grade 4; Human Body; Intermediate Grades; *Nutrition Instruction; Physical Health; Self Care Skills; Student Motivation

This guide offers a nutrition education program for students in Kindergarten through Grade 6. Activities span all grades as well as activities for the specific level. Nutrition education objectives are stated for each grade level: (1) grade four--students will explore how to balance food intake and energy output for overall health and physical fitness; (2) grade five--students will be motivated to eat nutritious foods because they understand why the human body needs certain nutrients to function; and (3) grade six--students will become motivated to conserve food and food-related resources. An explanation is given of what the students should understand about the objective for each level. Activities for Grade 4 help students to: (1) establish that energy is needed for all life processes; (2) examine the relationship between intake and expenditure of food energy; and (3) focus on how technological changes have affected personal energy expenditure. A supplement to this guide contains worksheets, letters for parents, and recipes. A Spanish translation of the letters for parents is provided. (JD)

ED 275 700 TM 860 600

Magliaro, Susan; Burton, John K.
Adolescents' Chunking of Computer Programs.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Analysis of Variance; Cognitive Ability; *Computer Science Education; *Computer Software; *Pattern Recognition; *Programing; *Recall (Psychology); Secondary Education; *Serial Learning; Summer Programs
IDENTIFIERS- BASIC Programing Language; Chunking; PASCAL Programing Language

To investigate what children learn during computer programming instruction, students attending a summer computer camp were asked to recall either single lines or chunks of computer programs from either coherent or scrambled programs. The 16 subjects, ages 12 to 17, were divided into three instructional groups: (1) beginners, who were taught to program in Applesoft BASIC; (2) intermediate, who were taught advanced concepts such as text files in Applesoft BASIC; and (3) advanced, who already had a background in BASIC and were taught PASCAL. The instruction involved programming syntax, debugging, planning, and use of a top-down programming structure. BASIC programs of 16 to 18 lines in length were arranged in a top-down structure or scrambled to separate lines which formed coherent procedural chunks. Students had two minutes to study the program and four minutes to write it down. Numbers of correct lines and chunks recalled were analyzed for each ability group and program version. All groups indicated greater recall of the coherent programs, especially the intermediate group. Increasing ability was associated with recall of the scrambled programs. Advanced programmers also commented that the scrambled programs did not make sense. (GDC)

ED 275 728 TM 860 642

Hill, Kennedy T.; Horton, Margaret W.

Teaching and Testing Solutions to the Problem of Debilitating Effects of Test Anxiety on Test Performance.

PUB DATE- 24 Feb 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Affective Measures; Curriculum Evaluation; *Educational Testing; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Response Style (Tests); Scores; *Test Anxiety; *Test Coaching; *Test Wiseness
IDENTIFIERS- Comfort Index; Test Anxiety Scale for Children

Educational solutions to the problem of test anxiety were explored. Test anxiety has a debilitating effect on performance which increases over the school years. The solution is, first, to measure test anxiety so that the extent of it, as well as the effectiveness of programs designed to alleviate it, can be measured. The seven-item Comfort Index, a shortened version of Sarason's Test Anxiety Scale for Children, was employed in five studies conducted to determine optimal testing conditions. Each study generally allowed more time than the standard testing condition, or more information about the difficulty level and expected performance, or both. Under optimal conditions, anxious students had similar performance as low-anxious students. A curriculum of test taking skills was developed for a number of subject areas and presented in grades 2, 3-4, and 5-6. Results showed significant gains in achievement test performance at all levels. Significant gains were noted for one-quarter to one-third of the participants, with high test-anxious students showing the most gains. The curriculum was evaluated by inservice and preservice teachers. Those who expressed an interest in test taking skills rated it as more effective and important than those with little interest or than inexperienced student teachers. (GDC)

ED 275 743 TM 860 660

Jones, Calvin C.; And Others
High School and Beyond Postsecondary Education Transcript Study. Data File User's Manual, Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-223
PUB DATE- Sep 86
NOTE- 439p.
CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Records; Course Selection (Students); *Databases; *Data Collection; Data Processing; *Longitudinal Studies; *National Surveys; *Postsecondary Education; Profiles; Questionnaires; Research Design; Research Methodology; Research Tools; Resource Materials; Student Records
IDENTIFIERS- *High School and Beyond (NCES); National Longitudinal Study High School Class 1972

This document is intended as a data file user's manual for the dataset resulting from the High School and Beyond Postsecondary Education Transcript Study. The purpose of this study, conducted during 1984-85, was to provide reliable and objective information about the types and patterns of postsecondary courses taken by all members of the High School and Beyond (HS&B) 1980 senior cohort. Transcripts were requested from each school reported by sample members in their responses to the first and second follow-up surveys. Information from the transcripts, including terms of attendance, fields of study, specific courses taken, and grades and credits earned, were coded and processed into a system of data files designed to be merged with HS&B questionnaire data files. The Computer Assisted Data Entry System was used for processing the collected data into a four-level hierarchy consisting of data at the student, transcript, term, and course levels. The file includes specific data items in the student-level records including: physical tape position on the data record, a short description of the field contents, and the nature of the value stored in the field. Frequently distributions for all categorical variables on the student record are displayed in the enclosed codebook. The appendices, which make up over three-fourths of the document, contain: (1) a list of endorsing institutions; (2) postsecondary school codes in numerical and alphabetical order; (3) course subject codes in numerical order; (4) the data file record layout; (5) information on other HS&B data files available from the Center of Statistics; (6) sampling error and design effects; and (7) frequency distributions. (JAZ)

ED 275 801 UD 025 233

Silver, Barbara J. and Chui, Josephine
Mental Health Issues: Indochinese Refugees. An Annotated Bibliography.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-85-1404
PUB DATE- 85
NOTE- 61p.
CONTRACT- NIMH-247885
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; Asian Americans; *Cambodians; Health Needs; *Indochinese; *Laotians; *Mental Health; Mental Health Programs; *Refugees; *Vietnamese People
IDENTIFIERS- Hmong People

This annotated bibliography provides information for use in developing culturally appropriate mental health services for South East Asian refugees in the United States. The annotations are divided into four sections by population group: Cambodian, Laotian and Hmong, Vietnamese, and Indochinese. For each annotation, the primary audience is noted, i.e., Consultants/Trainers, Mental Health Service Providers, Mental Health Professionals, Refugees, and General Population, although the articles may be valuable for many people working in this area. Also included in this pamphlet is an unannotated list of works cited by author and a brief list of other bibliographies in this field. (KH)

ED 275 591 SO 017 601

Report of the Latin American and Caribbean Regional Meeting for the International Youth Year (2nd, Montevideo, Uruguay, August 26-29, 1985).

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

REPORT NO.- ECLAC-LC/G-1362(Conf-78/6)
PUB DATE- 13 Sep 85
NOTE- 35p.; For related documents, see SO 017 599-605.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Decision Making; Developing Nations; Foreign Countries; Guidelines; Higher Education; *Latin Americans; Needs Assessment; Organizations (Groups); *Policy; *Youth; *Youth Problems
IDENTIFIERS- Caribbean; *Latin America

The report is organized into three sections. Section 1, "Attendance and Organization of Work," is a general summary giving information on place and date, attendance, election of officers, and agenda, and summarizing the opening meeting, the consideration and adoption of the final report, and the closing meeting. Section 2, "Summary of Debates," includes two statements assessing the implementation of the Regional Plan of Action and noting the actions taken in regard to two other agenda items, orientations for future policies complementary to the Plan, and examination of a global framework guideline. Section 3, "Decisions, Recommendations, and Resolutions," covers the meeting's actions in regard to peace solidarity efforts, Latin America and Caribbean Youth Decade, measures for eliminating drug traffic, and regional youth problems. Also included is an appendix explaining and describing proposed policies to complement the Regional Plan of Action. (TRS)

ED 275 714 TM 860 628

Marklund, Inger
Longitudinal Studies (of Youth) in Sweden: A Tool for Educational Planning and Evaluation.
National Swedish Board of Education, Stockholm.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; Educational Change; Educational Policy; *Educational Research; Elementary Secondary Education; *Federal Programs; *Followup Studies; Foreign Countries; *Longitudinal Studies; Policy Formation; Postsecondary Education; *Research Projects; Research Utilization
IDENTIFIERS- *Sweden

Longitudinal educational research in Sweden is described, with emphasis on research used for educational planning and evaluation. Educational reforms have reflected the societal goal of improved welfare for the whole population. Research is generally supported by the National Board of Education and conducted by universities. To perform educational planning in accordance with society's goals, longitudinal studies are needed, as well as information about resource allocation. In 1985, Swedish educational authorities, National Board of Education, and National Board of Universities and Colleges proposed that long-term funding be allocated for the best-designed existing longitudinal studies: (1) Malmo study, originally started in 1938 with 1,542 third graders in the city of Malmo in Sweden; (2) Metropolit study, started in 1964, consisting of 15,000 children born in Stockholm in 1953 and emphasizing sociological and family behavior; and (3) Orebro project, started in 1965 for all Orebro children born from 1952 to 1955, focusing on adjustment, behavior, and achievement. Two other projects are discussed in detail: the Individual Statistics Project (ISP), begun in 1961, studying educational outcomes and the effect of the 9-year comprehensive school; and its successor, Evaluation through Follow-up, known in Sweden as UGU. Three new cohorts were selected to study the same topics as ISP. (GDC)

Thornton, Stephen J.
Ethical Issues in the Field: Taken by Surprise.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Confidentiality; Curriculum Evaluation; Educational Research; *Ethics; Field Studies; Grade 10; High Schools; *Moral Values; *Research Methodology; *Research Problems; *Teacher Evaluation
IDENTIFIERS- *Anonymity of Respondents; *Educational Criticism

This paper examines some ethical problems that arose in a study of secondary curriculum, where educational criticism was used as a primary research strategy. A study on the subject of curriculum consonance was conducted in three tenth-grade history classrooms. In its original design, the study was primarily concerned with the correspondence between the intended, actualized, and experienced curricula. Unanticipated problems of an ethical nature began to arise during fieldwork. The ethical aspects of educational criticism are discussed in four parts: (1) background issues and the context of the study, which facilitate the comprehension of the ethical problems that eventually developed; (2) questions about the extent to which informed consent was obtained, and its implications for safeguarding anonymity of informants; (3) what was disclosed, and to whom; and (4) ethical problems created by negative disclosures, informed consent, and the form of the reporting. It is concluded that these problems are of great importance in qualitative inquiry and are exacerbated in significant ways in the conduct of educational criticism. There are no formulaic solutions to ethical problems--they seem endemic to criticism as a form of inquiry. An appendix includes the memorandum sent to participating teachers. (JAZ)

ED 275 772 UD 025 155

Wilson, Geraldine, Comp.; Vassall, Merlene, Comp.
Beyond the Stereotypes: A Guide to Resources for Black Girls and Young Women.
National Black Child Development Inst., Inc., Washington, D.C.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 86
NOTE- 71p.; Educational Equity for Black Girls Project: Building Achievement Motivation, Counteracting the Stereotypes.
AVAILABLE FROM- National Black Child Development Inst., 1463 Rhode Island Ave., N.W., Washington, DC 20005 ($8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; Black Attitudes; Black Culture; *Black Literature; *Blacks; *Black Youth; *Females; Films; *Preadolescents; Preschool Children; *Resource Materials

This resource guide lists books, records, and films that provide a realistic and wholesome depiction of what it means to be a black girl or woman. Organized according to medium and appropriate age ranges, it includes a brief annotation for each item. Suggestions for use of the guide are provided, as are the following criteria for selecting resources for black girls: (1) accurate presentation of history; (2) non-stereotypical characterization; (3) non-derogatory language and terminology; and (4) illustrations demonstrating the diversity of the black experience. Also included are distributors and retailers from whom materials are available. (LHW)

ED 275 786 UD 025 203

Still Waiting for a Sign. A Report on the Montgomery County Board of Education and Montgomery County Public Schools, 1985-1986.
Citizen's Minority Relations Monitoring Committee, Rockville, MD.
PUB DATE- 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Ethnic Discrimination; *Hispanic Americans; Minority Group Children; Student Rights; Suspension; Teacher Attitudes; Teacher Placement
IDENTIFIERS- *Montgomery County Public Schools MD

In September 1983 the Montgomery County Public Schools began an effort to design and implement a plan which would reduce the disparity in academic accomplishment between its white and minority student. Statistics for the 1985-86 school year demonstrate that the school system still does not provide an equal educational opportunity for all students. The most serious problems are the following: (1) the school system still operates with only token minority representation on the professional staff, although more than one-third of the students are minorities; (2) standardized test scores for Blacks and Hispanics improved in only a few areas and grades, but stagnated or declined in general; (3) minority students are overrepresented in special education and underrepresented in gifted and talented programs; (4) larger proportions of Black students are suspended each year; (5) Hispanic and Black students are disproportionately affected by the rules regarding loss of credit for non-attendance; (6) teacher and administrator attitudes are frequently antagonistic to Black students' attempts to gain more from their school experience. (PS)

ED 275 607 SO 017 666

Chilcoat, George W.
A Study of the Rationales and Their Implications for Studying American History in the Secondary Schools: A Review of the Literature 1960 to 1980.
PUB DATE- 4 Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Course Objectives; History Instruction; *Literature Reviews; Program Validation; Relevance (Education); Secondary Education; Secondary School Curriculum; *United States History

The purpose of the study was to discover various reasons for teaching United States history in the secondary classroom. The information was intended to assist teachers in identifying, designing, and formulating their own rationales for classroom use. Two questions provided the focus for the study: (1) what rationales for teaching history were featured in the literature from 1960 to 1980? and (2) what were the assumptions, expectations, definitions, descriptions, and implementations of these rationales? A total of 638 articles and 5 popular magazines yielded 10 rationales, which were defined, explained, and characterized. These rationales were further analyzed in order to answer the second question. The rationales were categorized as follows: historical method/inquiry mode, historical mindedness and perspective, historical knowledge, the study of man, citizenship training, the understanding of society, self-knowledge, cultural heritage, multiethnic and minority study, and the development of a system of values. The literature either indicated or implied that further research was needed to answer various questions on how effective rationales were in the teaching of United States history and whether or not they made a difference in the lives and behaviors of students. It is concluded that the teaching of history will not be much improved until teachers have a clearer notion as to what they are specifically trying to do and why they are trying to do it. A reference section and an appendix listing 251 additional rationales, goals, and objectives discussed in the literature are included. (TRS)

ED 275 621 SP 027 443

Wise, Arthur

Three Scenarios for the Future of Teaching. A Future Paper for Teacher Quality and Effectiveness Center.

Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 15p.
CONTRACT- NIE-6-85-7105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; *Futures (of Society); *Teacher Recruitment; Teacher Role; Teacher Salaries; *Teacher Shortage; *Teaching (Occupation); Teaching Conditions

Three scenarios are offered for the future of teaching. The first includes reforms such as requirements for a full liberal arts program for teacher candidates, a fifth year of professional education, a carefully supervised induction, and tests of subject-matter knowledge, professional knowledge, and performance. The second scenario examines the consequences of a continuation of today's policies for teacher education and practices that have not been effective in the past. The third scenario is drawn on a parallel with the model of the United States Army during the era when the draft existed. A permanent, relatively high-paid cadre of experienced professional teachers inducting, training, and supervising contingents of continuously changing temporary teachers. Temporary teachers would be secured through one of several plans: (1) mandated public service; (2) college loan forgiveness; (3) voluntary Peace-Corps-like teaching corps; or (4) high beginning salaries on a scale which fails to reward experience. The possibilities inherent in the final scenario are considered. (JD)

ED 275 638 SP 028 188

Shreeve, William; And Others
Job Satisfaction: A Responsibility of Leadership. A Report.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Role; *Job Satisfaction; *Leadership Responsibility; *Participative Decision Making; *Principals; Rural Schools; Secondary Education; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Participation
IDENTIFIERS- Eastern Washington University

Teacher job satisfaction results from a number of factors. This report explores the relationship between teacher involvement in the decision-making process, principal leadership, and teacher job satisfaction. A research study conducted by the Eastern Washington University Department of Education indicates that principals who foster participatory management systems will markedly increase the job satisfaction levels of teachers and still retain a position of leadership within the school structure. (Author)

ED 275 655 SP 028 240

Heintschel, Ruthann
Teachers Teach Thinking: A Staff Development Program (The T-Cubed Model).
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Critical Thinking; Elementary Secondary Education; Peer Relationship; Program Design; *Staff Development

The "T-cubed: Teacher Teach Thinking" staff development model was developed by teachers, with their colleagues, for their own growth in teaching for effective thinking. The model builds on the cornerstones of the dignity of the teacher, the worth of the individual child, the importance of thorough integration of thinking skills in all subjects at all levels, and a commitment to professional growth. Competence, collegiality, and course of study comprise the dimensions or supporting structure of the model. The dimensions of the model support a working framework of resources, strategies, and applications. Teachers, as well as students, are taught strategies for making meaningful use of knowledge. As teachers consciously focus on tactics for thinking, students begin to take on personal responsibility for their learning; both teachers and students internalize skills which bridge the gap betwen thinking-teaching behaviors and thinking-learning outcomes. Teachers who engage in meaningful staff development, as described in the T-cubed model, not only enhance their teaching but also grow in their own capacity for thinking. (CB)

ED 275 686 SP 028 335

Peck, Leilani B.

The Nutrient Connection. Nutrition Comes Alive. Level 5. Nutrition Educator's Guide and Work Sheets, Information Sheets, Puzzles, Letter to Parents. Revised Edition.

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 86
NOTE- 178p.; For related documents, see SP 028 330-336.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dietetics; *Eating Habits; Food Standards; *Grade 5; Human Body; Intermediate Grades; Natural Resources; *Nutrition Instruction; Physical Health; Self Care Skills; Student Motivation

This guide offers a nutrition education program for students in Kindergarten through Grade 6. Activities span all grades as well as activities for the specific level. Nutrition education objectives are stated for each grade level: (1) grade four--students will explore how to balance food intake and energy output for overall health and physical fitness; (2) grade five--students will be motivated to eat nutritious foods because they understand why the human body needs certain nutrients to function; and (3) grade six--students will become motivated to conserve food and food-related resources. An explanation is given of what the students should understand about the objective for each level. Activities for Grade 5 help students to: (1) establish that all living organisms are made of cells; (2) focus on the different nutrients human cells need and why they need them; and (3) explore how those nutrients get from food to the cells. A supplement to this guide contains worksheets, a letter for parents, puzzles, and recipes. A Spanish translation of the letter for parents is provided. (JD)

ED 275 802 UD 025 235

Shainline, Michael
District Report. 1985-86 High School Dropouts. September, 1986.
Albuquerque Public Schools, N. Mex.
PUB DATE- Sep 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Rate; *Dropouts; Ethnicity; *High Schools; School Holding Power; Sex Differences; *Student Attrition; Urban Schools

IDENTIFIERS- *Albuquerque Public Schools NM

This report provides eleven tables containing dropout statistics for Albuquerque, New Mexico Public Schools for the 1985-86 school year. Data for the district and for individual schools are included. The table break down total statistics into categories such as ethnicity, gender, and grade level. Major findings were the following: (1) the district dropout rate for 1985-86 was 5.67%; (2) the highest dropout rate among ethnic groups occurred for those classified as "other," which includes Oriental, North African, and East Indian students (7.75%), while the lowest occurred for black students (4.56%); (3) dropout rates for Grades 9 through 12 were 2.60%, 5.98%, 7.36%, and 7.18%, respectively; (4) males dropped out of district high schools at a rate of 5.51%; and (5) a total of 78% of all high school students who dropped out within the district left due to either a lack of motivation or interest or else failed to re-enroll at the beginning of the school year. (KH)

ED 275 578 SO 017 523

Schug, Mark C.; And Others
Competition in the Marketplace.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 84
NOTE- 14p.; For related documents, see SO 017 511-525.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Activity Units; *Competition; Concept Teaching; Cooperation; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities
IDENTIFIERS- Market Economy

The conceptual introduction to this issue focuses on two questions: why study competition and what is a competitive market. Four instructional units follow, beginning with "Choosing Competitors." This preschool and kindergarten unit involves students in competitive games (naming colors), role playing competitive behaviors, comparing toys, and making pictographic decision charts. The first and second grade unit, "The Funny Putty Factory," offers four separate activities ranging from a race to making a "funny putty product, each designed to help students understand the concept of competition. "Why Do We Buy?" the unit for third and fourth grade children, helps students analyze advertising techniques, conduct a market survey, and learn about competition by selling cupcakes. The last unit, intended for fifth and sixth grade students, offers students a view of community competition (as between realtors and restaurants, for example) and shows how competition helps people develop new products and keep prices down. (JDH)

Housego, B. E. J.; Boldt, W. B.
Critical Incidents in the Supervision of Student Teaching in an Extended Practicum.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; *Teacher Role; *Teacher Supervision

Student teachers enrolled in an extended practicum or internship experience participated in a study of the occurrence of "critical incidents" during the teaching experience. The students attended a workshop in which the concept of "critical incidence" was defined, and were provided opportunities for practice before undergoing the teaching experience. During the year-long experience, the 17 elementary school interns reported 224 critical incidents and the 10 secondary school interns reported 179 critical incidents in the supervision of student teaching. In general, the students did not report incidents in their supervision having to do with aims and objectives, curriculum, or professional content at a frequency level that might be expected in the internship phase. Clearly, the student teachers perceived the supervision experience as centered on classroom management, basic elements of teaching-learning strategies and interpersonal relationships with the supervisors. Generally, interns failed to recognize a strong training role for their supervisors who were seen as resource persons, evaluators, liaison persons, and sources of support. (CB)

ED 275 701 TM 860 601

Kirsch, Irwin S.; Jungeblut, Ann
Literacy: Profiles of America's Young Adults. Final Report.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-056-8; NAEP-16-PL-10
PUB DATE- Sep 86
NOTE- 436p.; For related documents, see TM 860 546 and ED 263 192-193.
GRANT- NIE-G-84-0013
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Data Collection; Educational Assessment; Functional Literacy; *Literacy; *Measurement Techniques; *National Surveys; Participant Characteristics; Postsecondary Education; Profiles; Questionnaires; *Research Design; *Research Methodology; Scaling; Scoring; Secondary Education; Test Construction; Test Results; *Young Adults
IDENTIFIERS- *National Assessment of Educational Progress

This document provides the final report of a survey conducted by the 1985 National Assessment of Educational Progress (NAEP) to assess the literary skills of America's young adults. Chapter I provides the rationale for conducting a study of literacy proficiencies of young adults aged 21 to 25. The purpose and conceptual framework of the research are set against a brief discussion of prior assessment efforts. Chapter II reviews the instrumentation and methodology (focusing on the assessment design), the data collection activities, the scoring and entry of data, and the scaling of the simulation tasks. Major sections of Chapter III deal with the dimensionality of literacy skills, scaling the adult literacy tasks, and describing and anchoring the literacy scales. Chapter IV profiles proficiencies for the total group of young adults assessed on each of three literacy scales. Chapter V compares young adults with in-school populations and describes performance at five levels of reading proficiency. Young adults are characterized in Chapter VI using three variables as a framework--race/ethnicity, parental education, and respondent's education. Chapter VII presents analyses investigating the relationship among demographic characteristics, educational variables, literacy practices and the four literacy outcome measures. The oral-language assessment is described in Chapter VIII. Appendices contain: (1) sampling, weighting, and sample error estimation; (2) scaling and scoring procedures; (3) data; (4) the background and attitude questionnaire; and (5) a list of consultants used to develop and review assessment and exercises.

ED 275 729 TM 860 643

Gallagher, Paul; And Others
Time as a Factor in Test Performance in a State Mandated Testing
  Program.
PUB DATE- 85

NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *English (Second Language); Essay Tests;
  Ethnic Groups; Higher Education; Hispanic Americans; Mathematics
  Tests; *Minimum Competency Testing; *Racial Differences; Reading
  Tests; Scores; *Test Bias; *Test Validity; *Timed Tests; White
  Students; Writing Evaluation
IDENTIFIERS- *College Level Academic Skills Test; Florida

To alleviate the possibility that Florida's College Level Academic Skills Test (CLAST) is biased against non-native English speakers because of its time limits, additional time was allowed for some samples. CLAST, designed to measure communicative and computational competence in college sophomores, has four subtests: reading, writing, computation, and essay. The research design, using four groups, allowed 20 additional minutes for one subtest and 10 additional minutes for another subtest. CLAST normally requires 3 hours and 45 minutes. One sample included 598 students and another sample included 659. The racial and ethnic composition of the two samples were 63 and 55 percent Caucasian, 23 and 27 percent Hispanic, and 7 and 14 percent Black. At the end of testing, students completed a questionnaire assessing the adequacy of allowed time. The results were based on small sample sizes, especially for Blacks, and should be viewed as tentative. The low failure rate also limited the ability to define relationships among the variables. Based on findings from the two field tests, it was concluded that no significant relationships could be found between extra time, racial/ethnic characteristics, and performance on any of the subtests. (GDC)

ED 275 758 TM 860 675

Kulik, Chen-Lin C.; And Others

Effects of Testing for Mastery on Student Learning.

PUB DATE- Apr 86

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Aptitude; Achievement Tests; Behavioral Objectives; Effect Size; Higher Education; High Schools; *Instructional Effectiveness; Mastery Learning; *Mastery Tests; *Meta Analysis; Models; Multiple Regression Analysis; *Outcomes of Education; Time Factors (Learning)

The purpose of this study was to determine the extent to which mastery testing contributes to instructional effectiveness and to determine the size of its effects in different outcome areas, such as aptitude and instructional time. A meta-analytic methodology was used to integrate findings from experimental studies. Twenty studies examined college-level effects, and investigated pre-college effects. Each study compared students taught with a mastery requirement on tests to students taught in the same way but without a requirement of test mastery. The results showed that testing for mastery had effects on student achievement at both college and pre-college levels. The effects of mastery testing were strong on low aptitude students. A mastery requirement had the effect of diminishing individual differences in student achievement in classes and of reducing the correlation between aptitude and achievement. Results also showed that mastery testing increased the amount of instructional time. (JAZ)

ED 275 773 UD 025 182

Anton, William
A Subcommittee Report on Educational Opportunities and Needs for Divergent Youth.
Los Angeles Unified School District, Calif.
PUB DATE- 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delinquency; *Dropout Characteristics; High Schools; *Intervention; Learning Problems; Low Achievement; Potential Dropouts; Special Education; *Student Behavior; *Student Characteristics; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This report outlines the major findings and recommendations of a study of drop-outs and "divergent youth" in Los Angeles public schools. The purposes of the research were to: identify the divergent youth population; study current practices and options which negatively impact the students' social and academic progress within the educational system; and recommend alternatives which may result in a higher percentage of completion and/or more appropriate educational options for divergent youth. Among the major findings are the following: (1) Attrition at the high school level is high between grades 10 and 12, and shows significant increases each year. (2) Most high schools experienced varying percentages of students who reached age 18 but who were not eligible for graduation. (3) Most junior and senior high school administrators attribute the increasing attrition rates to the large percentages of poor achievers who score substantially below minimum levels in reading and mathematics and experience repeated academic failure. Most of the other specific findings suggested the need for improvement of: the placement of divergent youth in special programs; their curriculum; and the operations of the juvenile justice system. Two sets of recommendations for assisting divergent youth are presented, one for under- and non-achieving students and the other for students with behavior problems. A general conclusion is that many students and dropouts with behavioral problems were originally in the failure syndrome/non-achiever category. (KH)

ED 275 787 UD 025 206

Fishman, Joshua A.; Gertner, Michael H.
The Rise and Fall of the Ethnic Revival: Perspectives on Language and Ethnicity.
REPORT NO.- ISBN-3-11-010618-3
PUB DATE- 85
NOTE- 531p.
AVAILABLE FROM- Walter de Gruyter, Inc., 200 Saw Mill River Road, Hawthorne, NY 10532 ($29.95 pbk--ISBN-3-11-010618-3; $95 cloth--ISBN-3-11-010604-3).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Bilingualism; *Cultural Interrelationships; *Ethnic Groups; *Ethnicity; Hispanic Americans; Jews; *Language Role; Racial Bias; School Community Relationship; *Sociolinguistics

This book contains 15 essays on the relation of language to ethnicity, race, and culture. Although a wide variety of topics are covered, much of the discussion is intended to contribute to an understanding of the Western "ethnic revival" of the mid-1960s to the mid-1970s and the sociology of language in general. Chapter titles are: (1) "Language, Ethnicity and Racism"; (2) "'Am and Goy as Designations for Ethnicity in Selected Books of the Old Testament"; (3) "Bilingualism and Biculturism as Individual and as Societal Phenomena"; (4) "Language Maintenance and Ethnicity"; (5) "'Nothing New Under the Sun': A Case Study of Alternatives in Language and Ethnocultural Identity"; (6) "Mother-Tongue Claiming in the United States since 1960: Trends and Correlates"; (7) "Ethnicity in Action: The Community Resources of Ethnic Language in the United States"; (8) "Ethnic Activists View the Ethnic Revival and Its Language Consequence"; (9) "Language and Ethnicity in the Periodical Publications of Four American Ethnic Groups"; (10) "The Hispanic Press in the United States: Content and Prospects"; (11) "The Significance of the Ethnic-Community Mother-Tongue School"; (12) "Ethnocultural Dimensions in the Acquisition and Retention of Biliteracy: A Comparative Ethnography of Four New York City Schools"; (13) "Positive Pluralism: Some Overlooked Rationales and Forefathers"; (14) "The Whorfian Hypothesis: Varieties of Valuation, Confirmation and Disconfirmation"; and (15) "Whorfianism of the Third Kind: Ethnolinguistic Diversity as a Worldwide Societal Asset." (KH)

ED 275 592 SO 017 602

International Youth Year: Activities of ECLAC in Fulfillment of the Regional Plan of Action.

Economic Commission for Latin America and the Caribbean, Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.

PUB DATE- 17 Jul 85

NOTE- 21p.; Report prepared for the Latin American and Caribbean Regional Meeting for the International Youth Year (2nd, Montevideo, Uruguay, August, 26-30, 1985). For related documents, see SO 017 599-605.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Culture; Developing Nations; Educational Needs; Females; Foreign Countries; Higher Education; Latin American Culture; *Latin Americans; *Needs Assessment; *Program Implementation; Social Development; Socialization; *Youth; *Youth Problems

IDENTIFIERS- Caribbean; *Latin America

The report discusses the implementation by the Economic Commission for Latin America and the Caribbean (ECLAC) of the concrete program of measures and activities proposed by the Regional Plan of Action for Latin America and the Caribbean for the International Youth Year. The central objectives of the Plan are to create greater awareness concerning the situation of young people, recognizing their rights and expectations, promoting policies and programs relating to youth in the framework of integrated development, stimulating active participation of youth, and promoting ideals of peace, respect, and understanding. The report summarizes ECLAC's activities in six sections: (1) "Background: the legislative context of the International Youth Year"; (2) "National Studies"; (3) "Technical Meetings and Seminars," which include events organized by ECLAC and contributions by ECLAC to other seminars; (4) "Methodologies for the study of youth"; (5) "Some priority issues," which include youth and culture, youth and education, and the young woman; and (6) "Other activities," which include studies and publications, special events, technical assistance missions,

and plans for future meetings. (TRS)

ED 275 715 TM 860 629

Neufeld, Barbara; And Others
Hartford Effective Schools Initiative: Implementation Year Evaluation Report, 1984-1985 and Executive Summary.
PUB DATE- 1 Aug 85
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Bilingual Education; Classroom Observation Techniques; Data Collection; Instructional Effectiveness; Intermediate Grades; Interviews; Models; Primary Education; *Program Effectiveness; *Questionnaires; Research Design; *School Effectiveness; *School Surveys; Scores; *Teacher Response
IDENTIFIERS- Connecticut School Effectiveness Project; Facilitators; *Hartford Effective Schools Initiative; Metropolitan Achievement Tests

This evaluation report summarizes the impact of the Hartford Effective Schools Initiative (HESI) during the 1984-85 implementation year and is based on: (1) interview and observation data gathered during two day visits to each of the three schools in April and May and compared with similar data collected from the same teachers, facilitators, administrators and paraprofessionals in October and November 1984; (2) responses to the teacher survey developed by the evaluation team; (3) responses to the second administration of the Connecticut School Effectiveness Questionnaire compared with those generated by the first administration (May 1984); and (4) an analysis of the standardized test scores of students in participating schools. Section One describes components of the HESI model in use in classrooms based on interviews and observations and the confidential survey returned by 130 teachers. Section Two, HESI in schools, is based on interview and observation data and describes the role of the facilitators, school profiles and concerns across the school at the end of year 1. Section Three describes changes in teachers' perceptions of school effectiveness based on the Connecticut School Effectiveness Questionnaire, and Section Four presents an initial look at student achievement. Appendices include questionnaires, program strengths and weaknesses, and recommendations as reported on the teacher survey. (Author/JAZ)

ED 275 744 TM 860 661

Rock, Donald A.; And Others
Study of Excellence in High School Education: Longitudinal Study, 1980-82 Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-231
PUB DATE- Sep 86
NOTE- 773p.
CONTRACT- OE-300-83-0247
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Achievement Gains; Dropouts; Educational Assessment; Educational Objectives; Educational Quality; Educational Resources; *Educational Trends; Family Characteristics; *High Schools; *Longitudinal Studies; *National Surveys; *Outcomes of Education; Postsecondary Education; Questionnaires; Research Methodology; School Policy; School Statistics; Student Attitudes; Student Characteristics; Student Records
IDENTIFIERS- *Excellence in Education

This report is the second of two technical reports produced as part of the Study of Excellence in High School Education. These studies are: (1) a cross-sectional analysis comparing 1972 high school seniors and their schools with 1980 high school seniors and their schools; and (2) a longitudinal analysis relating growth and development of 1980 high school sophomores to their schooling experience over the period 1980-82. The basic issues concern the identification of school and student factors that affect student outcomes. The major issues addressed are: (1) How did American high school students change between the sophomore and senior years in terms of cognitive achievement, educational and occupational aspirations, school related behaviors, and attitudes and values? (2) What factors accounted for changes in high school student outcomes (demographic, student variables, school variables and educational support systems)? (3) How did changes in the cognitive achievement and attitudes of high school dropouts differ from those of teenagers who chose to stay in high school? Appendices include: definition classification variables, description of ethnic group definitions, cross tabulation for the sample and student background, list of courses in the transcript file, and the detailed cross tabulation for changes in students' behavior, plans, and attitudes. (JAZ)

ED 275 622 SP 027 744

Caldwell, Michael
Status Report on the Virginia Beginning Teacher Assistance Program.
Virginia Univ., Charlottesville. Bureau of Educational Research.
PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Board of Education Meeting, Commonwealth of Virginia (Richmond, VA, February 25-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Competence; Elementary Secondary Education; *Learning Strategies; *Program Development; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Beginning Teacher Induction; *Virginia

This report presents a description of the Virgina Beginning Teacher Assistance Program (BTAP), its background and rationale, development, major program assumptions, and major program activities. The Virginia BTAP has three major components: teacher assessment, teacher assistance, and program management. The development and implementation of each of these components is progressing on schedule, i.e., beginning teachers are being assessed relative to the BTAP competencies, they are scheduled to receive assistance as necessary, and the initial program management systems are in place and operating. Competencies must be demonstrated in the following areas: (1) student academic learning time; (2) student accountability; (3) clarity of instructional structure; (4) student individual differences; (5) student evaluation; (6) consistent classroom discipline; (7) positive classroom climate; (8) learner self-concept; (9) meaningful lesson content; (10) planning; (11) questioning; (12) positive reinforcement of learning; (13) classroom supervision; and (14) classroom awareness. (JD)

ED 275 639 SP 028 189

Simmons, Joanne M.

Action Research as a Means of Professionalizing Staff Development for Classroom Teachers & School Staffs.

PUB DATE- Dec 84

NOTE- 65p.; Development Council (Williamsburg, VA, December 1984).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Action Research; Elementary Secondary Education; Evaluation Methods; *Professional Development; Program Improvement; *Research Problems; *Teacher Participation; Theory Practice Relationship

This paper focuses on critically analyzing both the potential and the problems of practitioner action research as a means of genuine professional development for classroom teachers today. Action research is a process of systematic inquiry and of knowledge, skill, and attitude growth in which classroom teachers on either an individual or collaborative basis investigate a self-identified instructional problem and attempt to better understand and improve the teaching/learning process occurring in their classrooms. This paper's critical analysis involves a review of the issues surrounding teaching as an emerging profession, what is known about effective staff development practices, and what is emphasized in the literature on school workplace conditions in which teachers function on a day-to-day basis. Finally, the paper reviews the potential as well as various serious dilemmas inherent in the use of action research as a staff development experience. The nature of such dilemmas are discussed in terms of certain cautions which should be noted regarding practitioner action research at this time. A seven-page list of references concludes the document. (JD)

Egan, James B.
Induction the Natural Way: Informal Mentoring.
PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Helping Relationship; *Interprofessional Relationship; *Master Teachers; *Mentors; Staff Development; Teacher Orientation

Observations were made of 15 protege teachers and 6 of their mentors to determine characteristics of naturally occurring mentoring relationships experienced by teachers, how mentoring relationships were formed in public education, and benefits accruing to the protege and to the mentor in such relationships. Study results indicated that the availability of the mentor was an important factor in the success of the relationship and that approachability and receptivity were important aspects of the mentoring relationships. An experience differential between mentor and protege was a necessary component of mentoring for classroom teachers. Mentors played many roles in the professional life of their proteges. Clear and on-going two-way communication was a hallmark of mentoring relationships, and learning was one of the primary reasons for the formation of mentoring relationships. Mentors appeared to honor the autonomy of their proteges and mentoring was seen as an empowering relationship. Results indicated that mentoring appeared to have great promise as a means of initiating new members into the teaching profession. (CB)

ED 275 803 UD 025 246

Job Corps Center Closings and Slot Reductions. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 15 May 86
NOTE- 125p.; Serial No. 99-116. Some pages have small, faint print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disadvantaged Youth; Employment Programs; Federal Programs; Job Skills; *Job Training; *On the Job Training; *Vocational Training Centers; *Work Experience Programs; Youth Employment
IDENTIFIERS- *Job Corps

This hearing was held to review the Labor Department's proposed closing of six Job Corps centers and elimination of 1,200 training slots to meet Gramm-Rudman-Hallings budget cuts. The proposed cuts will prevent 2,500 youths from participating in Job Corps training. The program, designed for disadvantaged youth and in existence for 20 years, has been successful in providing job training, remedial education skills and job placement. It is cost efficient, returning $1.38 for every $1 expended for trainees. In addition, the Labor Department estimates it would save $4.1 million in closing costs by not closing the centers. Statements of 18 witnesses are included. Though most witnesses supported retention of the Job Corps centers, questions about the following also arose: 1) capacity of centers; 2) funding; 3) management; 4) distribution of openings; 5) center ratings; 6) comparison of Job Corps programs and programs of Civilian Conservation Centers; 7) close out costs; 8) construction and renovation needs and costs; and 9) female participation. The report includes information on program effectiveness and probable results of slot reductions. (PS)

ED 275 579 SO 017 524

Wells, Donald A.; And Others

International Marketplace.

Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.

SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 14p.; For related documents, see SO 017 511-525.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Activity Units; Concept Teaching; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Exports; *International Relations; *International Trade; Learning Activities; Specialization
IDENTIFIERS- Imports

This issue begins with a conceptual introduction to economic specialization, exports and imports, and the importance of international trade. Four instructional units follow this introduction, beginning with a preschool and kindergarten unit called "Traders and Travelers," which involves young students in five activities that illustrate our international economy. In the first and second grade unit, students play the parachute toss game to illustrate cooperation and engage in five other activities designed to show the benefits of international economic specialization. "It's a Small World," the unit for third and fourth grade, asks students to use bartering, investigate the nature of money, and conduct a research project to help them understand why countries need each other. The last unit, called "Islands of Trade," offers fifth and sixth grade students five activities centered around student-built imaginary island nations with specialized economies. (JDH)

ED 275 608 SO 017 668

Gritzner, Charles F.; And Others
Geographic Literacy: Essential in a Global Age.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Sep 86
NOTE- 8p.
AVAILABLE FROM- National Association of Secondary School Principals,
1904 Association Drive, Reston, VA 22091 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- Course Content; Course Descriptions; Course Objectives; *Curriculum Development; Elementary Secondary Education; Geographic Concepts; *Geography; *Geography Instruction; Global Approach; Junior High Schools; Relevance (Education)
IDENTIFIERS- Geography Curriculum Project; Global Studies

In the face of widespread geographic ignorance, the article applauds the improved status of geography in the schools, describing it as the science best able to meet the challenge of ensuring that students' mental maps of the world are filled in with great and accurate detail. The field is defined through a multiple definition as both a physical and social science employing spatial and temporal methodologies to explain the varied phenomena of the earth's surface. It is also described as a unifying, holistic field that integrates and draws from many other fields of study. Citing the guidelines for geographic education formulated in 1984 by the National Council for Geographic Education and the Association of American Geographers, the article addresses the task of properly revising or designing a geography curriculum by highlighting the five central themes of geography education (location, place, relationships within places, movement, and regions) and recommending a scope of instruction that lists 12 courses of study for grades 7 through 12. An implementation project to improve the status and quality of geography instruction based on the guidelines is described as it exists in four schools. (TRS)

ED 275 672   SP 028 265

McBrayer, Daniel J.; Williamson, Ronald E.
Field Experience Evaluation: A Paradigm for Preservice Practica.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; *Field Experience Programs; Higher Education; *Models; Practicums; *Preservice Teacher Education; *Program Evaluation
IDENTIFIERS- *Parallel Pairs Evaluation

A description is given of an evaluation method which may be used as a tool in the comprehensive evaluation of preservice teacher education field experience programs. The "Parallel Pairs" construct is a theoretical model, empty of content, which can be used for a variety of purposes. This blank format, to be filled with field experience or practica data as content, is composed of vertical and horizontal axes. On the vertical axis the traditional planning components (i.e., goals, objectives/activities, resource/materials, and evaluation) are depicted as categories placed in a hierarchical, inclusive sequence. Double syntax lines are used to demarcate level changes. The final category, evaluation, permits terminal examination of the other categories taken as a whole. Here, evaluative judgements concerning adequate completion of the desired ends or purpose are made. The horizontal axis is comprised of the variables to which the planning categories apply--courses, or practica representing a hypothetical professional education sequence. The applicability of this model is demonstrated when the categories on the vertical axis and the variables on the horizontal axis are in place. The result is a two-phase comprehensive evaluation of the specific course practicum and the entire field experience program. (JD)

ED 275 687 SP 028 336

Farrell, Tracy J.
A Case of Waste. Nutrition Comes Alive. Level 6. Nutrition Educator's Guide and Work Sheets, Information Sheets, Letter to Parents. Revised Edition.
State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.
SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 86
NOTE- 106p.; For related documents, see SP 028 330-336.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Concept); *Eating Habits; Food Standards; *Grade 6; Human Body; Intermediate Grades; Natural Resources; *Nutrition Instruction; Physical Health; Self Care Skills; Student Motivation

This guide offers a nutrition education program for students in Kindergarten through Grade 6. Activities span all grades as well as activities for the specific level. Nutrition education objectives are stated for each grade level: (1) grade four--students will explore how to balance food intake and energy output for overall health and physical fitness; (2) grade five--students will be motivated to eat nutritious foods because they understand why the human body needs certain nutrients to function; and (3) grade six--students will become motivated to conserve food and food-related resources. An explanation is given of what the students should understand about the objective for each level. The activities for Grade 6: (1) provide students with "hands-on" activities to learn about why and how much edible food is thrown away; (2) focus on the energy needed to produce, process, package, transport, and prepare food; and (3) explore the ecological consequences of food waste. A supplement to this guide contains worksheets, a letter for parents, and recipes. A Spanish translation of the letter for parents is provided. (JD)

ED 275 730 TM 860 644

Thayer, Jerome D.
Testing Different Model Building Procedures Using Multiple Regression.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Mathematical Models; *Multiple Regression Analysis; *Predictor Variables; *Regression (Statistics); *Research Design; Statistical Studies

The stepwise regression method of selecting predictors for computer assisted multiple regression analysis was compared with forward, backward, and best subsets regression, using 16 data sets. The results indicated the stepwise method was preferred because of its practical nature, when the models chosen by different selection methods were similar in number of variables, variables included, and amount of variance explained. The best subset method worked very well for these data sets, and was recommended for encouraging a non-mechanical selection process by giving many suggested models. The backward method provided a model which explained about as much variance as models chosen by any other method, but this model may have included more variables than necessary. It was not recommended when there is high multicollinearity. The stepwise method was generally adequate except when conditions of multicollinearity, suppression, and sets of variables working jointly do not occur; then it should be used in conjunction with other methods. The forward method was not recommended if the stepwise method is available. It was concluded that the best subsets and backward procedures were the best, and that the stepwise and forward methods should never be used alone in selecting a model. (GDC)

Thornton, Stephen J.

Differences That Make a Difference: The Artistic versus the Scientific Approach to Qualitative Research.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Ethnography; Figurative Language; *Qualitative Research; *Research Methodology; *Research Problems; *Scientific Research; Value Judgment

This paper serves two purposes: (1) it outlines some of the conflicting characterizations of the differences among scientific and artistic approaches to qualitative research; and (2) it provides some illustrations from conceptual and empirical research to demonstrate that these are indeed differences that matter. The following four ways in which artistic and scientific approaches are different are discussed: (1) the language of disclosure in an artistic study is one where form and content are complementary, whereas in social science the language is value-free and dispassionate; (2) goals of scientific research are to advance scientific information, while in an artistic inquiry the goal is to improve educational practices; (3) the perspective in artistic research is normative and descriptive, while scientific studies focus on appraisal; (4) ethical difficulties, which are unlikely to occur in scientific approaches, are encountered often in artistic practices. The conclusions are made that artistic and scientific approaches serve somewhat different purposes and provide various perspectives and that artistic approaches are an important complement to the existing ways of seeing the educational world. (JAZ)

ED 275 774 UD 025 184

Shavit, Yossi; Fetherman, David L.
Schooling, Tracking, and Teenage Intelligence.
Wisconsin Univ., Madison. Center for Demography and Ecology.

SPONS. AGENCY- Haifa Univ. (Israel).; National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Sep 86
NOTE- 33p.; This is a revised version of a paper presented at the Annual Meeting of the American Sociological Association (Washington, DC, August 26-30, 1985).
GRANT- P01-AG04877-01
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Dropouts; *Educational Attainment; *Foreign Countries; *Intellectual Development; *Intelligence Differences; *Outcomes of Education; School Effectiveness; Secondary Education; Student Characteristics; *Track System (Education)
IDENTIFIERS- *Israel

The extent to which schooling brings about change in the rank order of students along the hierarchies of intelligence is a pervasive sociological concern. Until quite recently the emerging consensus was that schooling is relatively ineffective in this regard and that intelligence is largely exogenous to the educational process. A study to determine the effects of schooling and tracking in Israeli high schools on intellectual change during adolescence was conducted, and the findings are presented in this report. Longitudinal data for a sample of young Israeli men born in 1954 were analyzed. Most respondents attended some form of secondary education, but quite a few dropped out by the end of primary school. Early dropping out was found to have a strong effect on later verbal intelligence. Among students, in contrast, the effects were much weaker. In addition, duration of secondary education and track have direct and significant effects on later intelligence, demonstrating a continuing capacity in adolescents for intellectual development (both gains and losses). Fifty-one references are appended. (Author/RH)

ED 275 788 UD 025 207

Oversight Hearing on Successful Education Programs Relating to Illiteracy, Bilingual Education and Dropout Prevention. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Los Angeles, CA, November 25, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 183p.; Serial No. 99-78. Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Bilingual Education Programs; Delinquency Prevention; *Dropout Prevention; *Dropout Programs; Educational Improvement; Elementary Secondary Education; Hearings; *Illiteracy; Limited English Speaking; *Literacy Education; Nontraditional Education; Potential Dropouts; Student Attrition

IDENTIFIERS- California; Congress 99th

The hearing was convened to address the problems in American education and to identify and lend support to those successful and cost-effective policies, practices and programs that have emerged since 1965. This is one in a series of regional hearings designed to obtain diverse viewpoints, examine proposed solutions and agree on viable solutions to recommend for adoption as part of the national policy incorporating both excellence and equity in education. Among programs presented were: (1) Los Angeles County Public Library Literacy Program; (2) Watts Adult Education Center; (3) B. Dalton's national literacy initiative; (4) Bellflower Unified School District dropout prevention program; (5) Los Angeles Unified School District (LAUSD) Senior High Schools Options program; (6) Belmont Educational Clinic; (7) Focus on Youth; (8) Institute for Successful Living; (9) Soledad Enrichment Action; and (10) Marina del Rey Junior High School "Reading Is Fundamental" program. Experts and interested members of the community described educational needs in the LAUSD and aspects of programs that have been most successful. (PS)

Martin, Sandra
The New Right's Education Agenda for the States: A Legislator's Briefing Book.
Conference on Alternative State and Local Policies, Washington, DC.

REPORT NO.- ISBN-0-89788-088-9
PUB DATE- 85
NOTE- 94p.
AVAILABLE FROM- National Center for Policy Alternative; 2000 Florida Ave., NW, 4th Floor, Room 4123, Washington, DC 20009 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservatism; Cultural Pluralism; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Political Socialization; *Private Schools; Public Schools; Social Values; *State Legislation
IDENTIFIERS- *New Right

This monograph offers a critical response to the platform for restructuring the public educational system proposed by the American Legislative Exchange Council (ALEC) in its "Education Source Book: The State Legislators' Guide to Reform." The source book offers more than a dozen model state statutes that would effect a massive shift of public, tax-generated funds to the support and encouragement of private education. A bill-by-bill critique of the proposals is presented and right wing plans to spend public money for private education are analyzed. Under discussion are the ALEC approach to education and how each of the proposals for legislation would affect the role of parents, teachers, and the states in education. (JD)

ED 275 657 SP 028 242

Graham, Patricia L.; Million, Steven K.
Overcoming Teacher Shortages: The South Carolina Alternative Certification Program.
PUB DATE- 23 Nov 86
NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Denver, CO, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Mathematics Instruction; *Nontraditional Education; Program Design; Science Instruction; *Teacher Certification; *Teacher Education Programs; *Teacher Shortage
IDENTIFIERS- *Alternative Certification; *South Carolina

The South Carolina Alternative Certification Program (ACP) is an alternate route to certification which provides teachers for the shortage areas of mathematics and science. Earning certification through the ACP requires completion of a rigorous pedagogical curriculum founded on teaching effectiveness research and on-the-job teacher training. The first phase of the ACP begins with an intensive one-week institute for teaching candidates who have met the program's content-knowledge requirements. In this phase, the candidates engage in peer-teaching with observation and evaluation by experienced teachers. Following this introductory phase, the candidates begin teaching in their home districts and attend eight monthly seminars devoted principally to classroom techniques. During the second phase, following a full year's teaching experience, the candidates refine their teaching skills with the help of consultants. The final phase of the program requires completion of three additional graduate courses within three years of the issuance of their conditional certificates. Once these requirements are met, candidates are eligible for full certification in South Carolina. (JD)

(LMO)

ED 275 702 TM 860 609

Samejima, Fumiko
Effect of the Guessing Parameter on the Estimation of the Item Discrimination and Difficulty Parameters When Three-Parameter Logistic Model Is Assumed.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; Difficulty Level; *Guessing (Tests); *Item Analysis; *Latent Trait Theory; Mathematical Models; Monte Carlo Methods; Multiple Choice Tests; *Statistical Bias; Statistical Studies; Test Items; Test Length
IDENTIFIERS- Logist Computer Program; *Normal Ogive Models; *Rasch Model

Item analysis data fitting the normal ogive model were simulated in order to investigate the problems encountered when applying the three-parameter logistic model. Binary item tests containing 10 and 35 items were created, and Monte Carlo methods simulated the responses of 2,000 and 500 examinees. Item parameters were obtained using Logist 5. Results indicated a substantial effect of the assumed third parameter on the other two estimated item parameters, if the estimation was made by molding the item characteristic function into the three parameter model when it actually followed the normal ogive model. This effect was stronger on the estimated item discrimination parameter than the difficulty parameter. Both of these parameters tended to be overestimated in order to counteract the effect of the guessing parameter. To amend these enhancements, the discrimination shrinkage factor and the difficulty reduction index were proposed. Results also indicated that tests must contain about 80 items in order to make good use of Logist 5. There was no substantial difference between 500 or 2,000 subjects. It was concluded that it may be dangerous to assume the validity of the three-parameter model, especially when test items are relatively easy. (GDC)

ED 275 716 TM 860 630

Ivry, Richard B.; Keele, Steven W.
Components of the Motor Program: The Cerebellum as an Internal Clock. Cognitive Science Program, Technical Report No 86-7.
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-7
PUB DATE- 1 Jun 86
NOTE- 36p.
CONTRACT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Correlation; Epilepsy; Higher Education; *Motor Reactions; *Neurological Impairments; Neurology; *Perceptual Motor Coordination; Psychomotor Skills; *Reaction Time; *Responses
IDENTIFIERS- *Brain Functions; Tapping Test; T Test

This report summarizes the initial phase of research with neurological patients on timing functions. Parkinsonian, cerebellar, cortical and peripheral neuropathy patients as well as college aged and elderly control subjects were tested on two separate measures of timing functions. The first task involved the production of timed intervals and used the repetitive tapping task developed by Wing and Kristofferson. The second task measured the subjects' perceptual ability to discriminate comparable temporal intervals. The tapping results indicate that cortical, cerebellar, and peripheral neuropathy patients are more variable in implementing their responses. In addition, the cortical and cerebellar patients demonstrate increased variability in an internal timekeeping process. A small number of basal ganglia patients also showed a deficit in the timing process. These results are accounted for by postulating that the timing of interval can only commence once the central command for the preceding response has been issued. Thus, deficits in any central neural system can affect the integrity of the timing process. Nonetheless, the cerebellum appears to play a primary role in timing functions, since the cerebellar patients were the only group who showed a deficit in the perception of time task. (Author/JAZ)

ED 275 745 TM 860 662

Jones, Calvin C.; And Others
Four Years after High School: A Capsule Description of 1980 Seniors. Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-210
PUB DATE- Aug 86
NOTE- 62p.
CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Computer Literacy; Databases; Educational Attainment; *Enrollment Rate; *Family Characteristics; *Followup Studies; *Graduate Surveys; *High School Graduates; High Schools; Longitudinal Studies; Postsecondary Education; Predictor Variables; Socioeconomic Status; Student Characteristics; *Vocational Followup
IDENTIFIERS- *High School and Beyond (NCES)

The activities and experiences of students who were high school seniors in 1980 were surveyed four years later. Data were provided from the High School and Beyond base-year survey (1980), the first follow-up in 1982, and the second in the spring of 1984, focusing on the graduates' educational, vocational, socioeconomic and familial status, and their plans and attitudes. Results indicated that 66 percent were employed and 39 percent were enrolled in courses. Twenty-six percent were or had been married. Children were reported by 13 percent of the males and 21 percent of the females. Business was the most common college major, represented by 24 percent. Vocational, associate, and four-year degrees had been earned by one, five, and eight percent of the students, respectively. Selected experiences, attitudes, and life goals were also surveyed. Over half of the respondents reported having experience with a computer terminal in the workplace or classroom; about one-quarter had also used other types of equipment. Six to thirteen percent reported experience with various types of software packages. Two-thirds had registered to vote. A shift in personal values was noted, toward family and personal life and away from success and mobility. (GDC)

ED 275 593 SO 017 603

Report of the Latin American Regional Preparatory Meeting for the International Youth Year (San Jose, Costa Rica, October 3-7, 1983).
Economic Commission for Latin America (UN), Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.
REPORT NO.- ECLA-E/CEPAL/Conf-75/L-4/Rev-1
PUB DATE- 16 Jun 84
NOTE- 40p.; For related documents, see SO 017 599-605.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Foreign Countries; Guidelines; Higher Education; *Latin Americans; *Needs Assessment; Organizations (Groups); Planning; Policy; *Youth; Youth Problems
IDENTIFIERS- Caribbean; *Latin America

The report is organized into three sections. Section 1, "Attendance and Organization of Work," is a general summary giving information on place and date, attendance, election of officers, agenda, organization of work, the opening meeting, the Report of the Meeting, and the closing meeting. Section 2, "Account of Proceedings: The Situation and Prospects of Youth in Latin American and the Caribbean," includes statements by the Secretariat and statements of countries and agencies. Section 3 discusses the "Adoption of the Regional Plan of Action for the International Youth Year." Four appendices are also included: a list of participants; a list of documents; a paper entitled "Declaration by 35 non-governmental organizations represented at the Latin American Forum on Youth Participation"; and a list of the general considerations of the working groups. (TRS)

ED 275 640 SP 028 193

Monahan, William G.
The Potential Bifurcation of American Teacher Education: A Point of View.
PUB DATE- 2 Nov 86
NOTE- 14p.; Paper presented at the Fall Meeting of the West Virginia Association of Colleges for Teacher Education (Charleston, WV, November 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Development; Educational History; *Futures (of Society); Higher Education; Program Effectiveness; Program Length; *Teacher Education; Teacher Educators; Teacher Role

The current circumstances in the teacher education profession provide the appropriate environment for much needed, effective change in the field. Serious and thoughtful exploration should be made of the length of teacher education programs, with 4- and 5-year programs evaluated and/or developed to provide substantive professional content for prospective teachers. Program evaluation methods should also be carefully considered to ensure that quick, inappropriate decisions are not made about a specific type of teacher preparation program. Teacher educators must remain active in the profession and are the key leadership in effecting substantive change. (CB)

ED 275 580   SO 017 525

Kent, Calvin A.; And Others
Entrepreneurship.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 14p.; For related documents, see SO 017 511-525.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Activity Units; Competition; Concept Teaching; Early Childhood Education; *Economics Education; Elementary Education; *Entrepreneurship; Experiential Learning; Learning Activities
IDENTIFIERS- Free Enterprise System; Market Economy

Beginning with a conceptual introduction focusing on the nature of entrepreneurship, this issue offers four instructional units for preschool through sixth grade students. Beginning with the preschool and kindergarten unit called "Early Entrepreneurs," young students are introduced to a collection of activities, including creating a new toy and starting an imaginary business. In the first and second grade unit, students investigate inventions such as buttons and pencil erasers, employ creative thinking during a math lesson, and build self-esteem through sharing activities. "Planning for Success," the unit for third and fourth grade, encourages creative thinking and asks students to conduct a consumer survey and to manufacture a product based on consumer desires. The last unit, called "Enterprising Eagles," involves fifth and sixth grade students in creating a school-wide business. The unit begins with brainstorming potential needs and ends with the promoting and selling of a product. (JDH)

ED 275 594 SO 017 604

Regional Plan of Action for Latin America and the Caribbean for the International Youth Year.

Economic Commission for Latin America (UN), Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.
REPORT NO.- ECLA-E/CEPAL/Conf-75/L-3/Rev-2
PUB DATE- 22 Nov 83
NOTE- 34p.; Report prepared for the Latin American Regional Preparatory Meeting for the International Youth Year (San Jose, Costa Rica, October 3-7, 1983). For related documents, see SO 017 599-605.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Culture; Developing Nations; Foreign Countries; Guidelines; Higher Education; Latin American Culture; *Latin Americans; *Needs Assessment; Objectives; Planning; *Policy; Social Change; Social Influences; Socialization; Social Status; *Youth; *Youth Problems
IDENTIFIERS- Caribbean; *Latin America

The document outlines and defines the Regional Plan of Action for Latin America and the Caribbean for the International Youth Year: Participation, Development, Peace. The report is divided into two major parts and several subtopics. The first major part, "Towards a Regional Strategy for Latin America and the Caribbean for the International Youth Year," attempts to extract and synthetically order general strategies that contain the topics of participation, development, and peace, and to indicate their impact on youth. It is divided into three sections: (1) "The Serious Problems Confronting Latin American and Caribbean Youth"; (2) "Youth as a Social Actor and Object of Policies"; and (3) "Proposal for a Regional Strategy on Youth." The second major part, "Proposed Actions," outlines a set of actions to implement the Plan. It is divided into four sections: (1) "General Aspects"; (2) "Actions at the National Level"; (3) "Actions at the Regional Level"; and (4) "Actions at the International Level." Also included is an appendix explaining the nature and purpose of sensitization activities and listing 14 types of such activities.

ED 275 609 SO 017 674

Lennon, Donald R.
From Confederation to Constitituion.
PUB DATE- Sep 86
NOTE- 11p.; Paper presented at the Annual Symposium on History and the Social Studies (22nd, Greenville, NC, September 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Constitutional History; *Federal State Relationship; Governmental Structure; Government Role; Higher Education; *Political Power; Power Structure; State Action; State Government; *States Powers; *United States History
IDENTIFIERS- *North Carolina; United States Constitution

The paper discusses the political events and issues that affected North Carolina and the nation between 1776 and 1789. Attitudes and philosophies on government and its centralization form the foundation for North Carolina's traditional and firm opposition to centralization of power and changes in government structure. North Carolina's philosophical development in this regard is traced from its unpretentious and undistinguished state constitution in 1776, to its strained relationship with the Continental Congress and the weak Articles of Confederation and to the ultimate participation in the Constitutional Convention. Specific arguments and views on the nature of government between the conservatives and radicals, the major concerns, basic philosophical differences, and inevitable confrontations are noted. (TRS)

ED 275 673 SP 028 271

Nelson, Steven W.
How Healthy Is Your School? Guidelines for Evaluating School Health Promotion.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
REPORT NO.- ISBN-0-914617-02-8
PUB DATE- 86
NOTE- 267p.; Published by the National Center for Health Education (NCHE) Press in collaboration with American Alliance for Health, Physical Education, Recreation and Dance, Association for the Advancement of Health Education, and American School Health Association.
CONTRACT- 282-84-0084

AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($11.95, plus shipping and handling on orders under $50.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Evaluation Criteria; Health Needs; *Health Programs; Legal Responsibility; Needs Assessment; *Program Evaluation; School Health Services; School Policy; *School Responsibility; School Role; *Self Evaluation (Groups)

This manual was developed to help school personnel evaluate school health efforts. It is a nontechnical, practical guide that offers an overview of school health, including health education, health services, and a healthful school environment. A basic evaluation framework is presented for systematically identifying, planning, implementing, and assessing school health, from policy to practice. Practical guidelines are offered, using examples from the school setting, about how to evaluate school health activities. Included in the manual is an annotated, cross-referenced set of resource materials of practical value in conducting evaluations. Chapters cover the following topics: (1) getting ready to evaluate school health; (2) how to determine desirable school health goals; (3) how to establish feasible school health plans; (4) how to assess the implementation of school health activities; and (5) how to assess the effectiveness of school health activities. An evaluation check list is provided which can be used as a needs assessment instrument for each of these topics. A four-page list of references concludes the document. (JD)

ED 275 688 SP 028 337

Minix, Nancy A.; Pearce, Winston Thomas

Project Excel: A Model for an Individually Focused Staff Development Program.

PUB DATE- Nov 86
NOTE- 40p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Andragogy; Improvement Programs; *Individual Development; *Inservice Teacher Education; *Learning Strategies; *Program Development; Staff Development
IDENTIFIERS- *Project Excel

A description is given of the development and implementation of an inservice program, "Project Excel," which was designed in accordance with andragogical theory. This theory is based upon four major assumptions: (1) as people grow, they become increasingly self-directed; (2) as people grow, a reservoir of experiences which provide a resource for learning develops; (3) as people mature, the readiness to learn becomes increasingly related to developmental tasks; and (4) the orientation toward learning grows increasingly problem-centered. Detailed information on all of the components of "Project Excel" are appended to the description of the program's development. These appendices include an inservice needs survey, a list of Project Excel III sessions, and an evaluation sheet. (JD)

ED 275 731 TM 860 645

McIntyre, Kenneth E.
Using Classroom Observation Data for Diagnostic Purposes.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Classroom Observation Techniques; Classroom Research; *Evaluation Methods; *Formative Evaluation; Interrater Reliability; Language Arts; Models; Scoring; Secondary Education; *Teacher Evaluation
IDENTIFIERS- Data Envelopment Analysis

This paper dealt with the use of classroom observation data for formative evaluation purposes, and with a research project in which scores based on observed performance of teachers in secondary school algebra and English classes were compared with efficiency scores based on an input-output model. The model, using Data Envelopment Analysis (DEA) and Constrained Facet Analysis (CFA), was developed by the Educational Productivity Council at the University of Texas at Austin. DEA/CFA was used previously to compare the outputs of schools or school districts that have similar inputs. This paper reported on the use of the model at the individual teacher level. An observation guide, developed from the process-product research, contained 39 indicators in 7 categories. Three trained observers visited 140 classrooms for a full period each visit. A comparison of the teachers' scores based on observed performance with their efficiency scores using the DEA/CFA input-output model revealed a high correlation for the algebra classes but no significant correlation for the English classes. (Author/JAZ)

ED 275 760 TM 860 677

Green, Donald Ross; Langhorst, Beth Hoover
Passage Dependence and Item Characteristics.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Correlation; Elementary Secondary Education; Grade 3; Grade 6; Grade 10; *Item Analysis; *Reading Comprehension; *Reading Tests; Standardized Tests; *Test Construction; *Test Items
IDENTIFIERS- *California Achievement Tests; *Passage Dependency; Point Biserial Correlation

The passage dependence of an item refers to the degree to which it is necessary to read the associated passage in order to be able to answer that item correctly. This paper studies the value of obtaining data about passage dependence in the construction of reading comprehension achievement tests. Passage dependence indices were examined in several ways. The reading comprehension tests used were subtests of the newly standardized California Achievement Tests, Form E for levels 13, 16 and 19, (designed for grades 3, 6 and 9-10). Approximately 20 classes for each of the grades were recruited from 12 schools in 5 school districts. Results showed that a high degree of passage dependence is not an essential feature of every item in a valid reading comprehension test. Results suggest that importance of passage dependence to the quality of an item is itself context dependent. Some passage dependence and some passage independence is to be expected in any test of reading comprehension that covers a broad range of objectives. (JAZ)

ED 275 775 UD 025 186

Redmond, Michael
JOBSTART. A New Demonstration for High School Dropouts. The Pilot

Phase: A Case Study of Five Youth Training Programs.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Mar 85
NOTE- 100p.
AVAILABLE FROM- Manpower Demonstration Research Corp., Three Park Avenue, New York, NY 10016 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Dropout Prevention; *Dropout Programs; Dropout Research; Economically Disadvantaged; *Employment Problems; *Employment Programs; High Schools; *Job Development; Low Income; Student Employment; Young Adults
IDENTIFIERS- *JOBSTART; Job Training Partnership Act 1982

The Manpower Demonstration Research Corporation (MDRC) sees a strong connection between the dropout decision and unemployment in the teen years and beyond. It developed JOBSTART, a model of a project giving youths a chance to work and focusing on educational remediation, occupational training strategies, and support services to dropouts. To determine the project's feasibility in the current funding environment, MDRC began a one-year pilot phase to extensively study past research on the problem and to collect information on five current programs. The format of the case study is as follows: (1) an examination of the youth dropout situation; (2) examining prior research on dropouts; (3) highlighting of findings from three national studies on the implementation of the Job Training Partnership Act, a major Federal source of employment and training funds; and (4) describing in detail the five program approaches being studied, with emphasis on relevance to the JOBSTART model. The report concludes with a summary of lessons and observations from the pilot phase. (LHW)

ED 275 624 SP 027 978

Neal, Larry L.

Reading Sources, Views and Habits of Select Leisure Services Personnel--A Survey.

PUB DATE- Mar 86

NOTE- 14p.; Paper presented at the Annual Meeting of the Northwest American Alliance for Health, Physical Education, Recreation and Dance (Vancouver, WA, March, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Books; Newsletters; *Professional Personnel; *Reading Habits; *Reading Interests; *Scholarly Journals; Service Workers

IDENTIFIERS- *Leisure Services; *Recreation Workers

A report is given of reading material selection and preferences of leisure services personnel. A survey was conducted of the California Association of Parks and Recreation Commissioners and Board members and members of the Cal-SPRE, the education arm of the California State Society. A third sample consisted of members of the National Consortium on Physical Education and Recreation for the Handicapped. The questions dealt with readership of daily, weekly and monthly newspapers and professional magazines. The questionnaire was rather extensive, asking for the specific types of literature subscribed to and the amount of money and time spent pursuing professional reading. With the small percentage of return and the variable sub-groups surveyed, only general observations and descriptive statistics are presented. All three groups are reported more for comparative purposes since they vary greatly in their make-up, geographical representation, and professional commitment to leisure services. The data are presented with brief narrative comments. (JD)

ED 275 641 SP 028 214

Pitts, Mark Ellett

Information Regarding the Expansion and Revision of the General Secondary Methods Course in the School of Education.

SPONS. AGENCY- Seattle Pacific Univ., WA.
PUB DATE- Sep 86
NOTE- 35p.; A report submitted to the Office of Academic Affairs and the Undergraduate Committee of the School of Education, Seattle Pacific University, as part of an academic renewal grant.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Descriptions; Higher Education; *Methods Courses; Preservice Teacher Education; *Program Attitudes; Program Development; Program Effectiveness; *Secondary Education; Teacher Effectiveness; Textbook Evaluation
IDENTIFIERS- Seattle Pacific University WA

A report is given of a study conducted to create a basis for necessary decision-making in the revision of a secondary methods course at Seattle Pacific University. A review of literature was conducted covering studies about secondary education, suggested practices and materials, and teacher effectiveness research on instruction, classroom management, and thinking skills. A questionnaire was developed to get the opinions of experienced educators and education interns about the direction a secondary general methods course should take and the strengths and weaknesses of existing programs. Eleven faculty members of the School of Education at Seattle Pacific University, 10 secondary education directors whose institutions are members of the Christian College Consortium, 15 student interns, and 19 public school teachers who supervised the interns completed the survey questionnaire. Four data tables show the results of the survey. An evaluation was also conducted of current standard textbooks used in methods courses. The final section of this report states some general conclusions and implications about secondary methods, as well as about particular unit elements (instruction, classroom management, thinking skills, special needs, testing and evaluation, professional concerns, and people skills). This section serves as an introduction to an appended syllabus of a new general methods course. (JD)

ED 275 703 TM 860 610

Hamilton, Stephen F.
Indicators of School Effectiveness: Schooling Outcomes in Ecological Perspective.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concurrent Validity; Educational Testing; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; *Outcomes of Education; Research Design; *School Effectiveness
IDENTIFIERS- *Effective Schools Research; *Indicators of Quality Schools

Bronfenbrenner's ecological paradigm is well suited for research on school effectiveness. Criteria for identifying effective schools should be thought of as indicators of learning occurring in a context of school practices and other influences. Use of the term "outcomes" implies a linear cause and effect relationship between school practices and student learning. Another limitation of conventional outcome measures is that they are not clearly tied to the ultimate aims of schooling which involve lifelong functioning. Constructive functioning in our culture requires transfer of knowledge to specific situations, weighing conflicting information, and determining the need for and finding additional information. Indicators of effective schooling should combine many measures predicting post school success, including both academic and nonacademic learning. Performance tests and research which establishes empirical validity would help select indicators. Indicators should recognize developmental changes in persons over time and across settings. A hypothetical school setting is described, in which academic knowledge and skills, independent learning, problem solving, and social responsibility are assessed as indicators. (GDC)

ED 275 717 TM 860 631

Yee, Penny L.
Processes in the Resolution of Ambiguous Words: Towards a Model of Selective Inhibition. Cognitive Science Program, Technical Report No. 86-6.
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-6
PUB DATE- 1 May 86
NOTE- 23p.
CONTRACT- N00014-83-K-0601
GRANT- BRSG-S07RR07080
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ambiguity; Cognitive Measurement; *Cognitive Processes; *Inhibition; *Language Processing; *Reaction Time; *Reading Processes; Responses; Stimuli; *Word Recognition
IDENTIFIERS- *Lexical Ambiguity

This study investigates the role of specific inhibitory processes in lexical ambiguity resolution. An attentional view of inhibition and a view based on specific automatic inhibition between nodes predict different results when a neutral item is processed between an ambiguous word and a related target. Subjects were 32 English speakers with normal or corrected vision and with no reading disabilities. Stimuli of 120 ambiguous words were presented by an Apple II computer system to each subject. Subjects performed a lexical decision on long lists of targets presented one word at a time. The results suggest that contextually inappropriate meanings are suppressed by specific inhibitory processes, but they do not rule out the role of attention in the overall process of resolving ambiguous word meanings. (Author/JAZ)

ED 275 789 UD 025 208

Racial/Ethnic Distribution of Public School Students and Staff. New York State 1985-86.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 86

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Black Teachers; Elementary Secondary Education; *Ethnic Distribution; Geographic Distribution; *Minority Groups; Minority Group Teachers; Public Schools; *Racial Composition; *Racial Distribution; School Statistics; *Teacher Distribution

IDENTIFIERS- *New York

Statistics were collected to show the racial and ethnic distributions of public school students and staff for the 1985-86 school year in New York State. The tables include statistics on: (1) public school students; (2) Black and Hispanic public school students; (3) racial and ethnic origin of public school students between 1981 and 1986; (4) number and percent of minority students in schools of differing racial composition; (5) number and percent of Black students in schools of differing racial composition; (6) number and percent of Hispanic students in schools of differing racial composition; (7) racial and ethnic distribution of staff for the period 1985-86; (8) racial and ethnic distribution of professional staff for the period 1981-86; (9) racial and ethnic distribution of public school students according to school district; and (10) racial and ethnic distribution of professional staff according to school district. (PS)

Lockledge, Ann
Economic Geography Unit.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Curriculum Development; *Economics; *Geography; Geography Instruction; Intermediate Grades; *Learning Activities; Lesson Plans; *Social Studies; *Units of Study
IDENTIFIERS- *South Dakota

Initially designed for social studies students in grades 4-6 in the Black Hills area of South Dakota, the purpose of the unit is to help students see the relationships among all the workers and natural resources within the state. It is also intended to help students realize the ways the area in which they live is affected by the climate, geographical land forms, available natural resources, and economic activity. The unit is to be introduced by a brainstorming activity in which students identify jobs with which they are familiar, separating them into economic activities providing services and economic activities providing goods. A final activity consists of imagining that the Black Hills suddenly disappear and students must explore possibilities, chart results, and reach decisions about the economic impact. Four lessons are included: (1) "Economic Activity"; (2) "Our Natural Resources"; (3) "Regional Interdependence"; and (4) "What if There Were No Black Hills?" Each lesson contains support material and information on objectives, materials, set induction or focus, instructional strategy and input, modeling and guided practice, checking for understanding and feedback, and closure. Seventeen possible activities are suggested, some of which include content mapping, large group matching activities, map work, summarizing and charting, simulation, categorizing, and defending opinions. A 25-question objective test for summative evaluation is included. (TRS)

ED 275 658 SP 028 243

Million, Steven K.; Graham, Patricia L.
The Multiple-Strategies Model for Effective Teaching: Bridging the Gap between Inservice Training and Classroom Practice.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; Instructional Development; *Learning Strategies; *Teacher Effectiveness; Teacher Role; *Teaching Methods

The Multiple-Strategies Model offers teachers eight instructional prescriptions, which when allied with an appropriate strategy, can lead to effective teaching. The presecriptive elements are generic in nature and, therefore, can be used successfully in virtually any instructional setting. The eight instructional prescriptions include: set, opener, instructional objectives, justification, content, review, evaluation, and management. A ninth component, strategy, represents procedures for instruction selected from three or more teaching techniques appropriate to the needs of the teacher being trained, i.e., large or small group instruction, direct instruction, student team learning, individualized instruction, etc. This paper presents a brief explanation of each component of the model. (JD)

ED 275 689 SP 028 341

Teacher Supply and Demand in Maryland (1986-1989).
Maryland State Dept. of Education, Baltimore.

PUB DATE- 86
NOTE- 83p.; Portions are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Labor Market; Needs Assessment; *Policy Formation; *State Surveys; Teacher Certification; Teacher Education; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Maryland

This report presents the results of an in-depth study of teacher supply and demand in the State of Maryland. The body of the report consists of seven parts: (1) a description of the purpose of the study; (2) a consideration of the limitations of the study; (3) a brief summary of national studies on teacher supply and demand; (4) a review of the supply and demand studies of several other states (e.g., Florida, California, Connecticut and Virginia) as well as previous Maryland studies; (5) a delineation of the methodology which was used, including assumptions, definitions, and data sources; (6) results and findings in the form of tables of data and interpretations of the data; and (7) recommendations and implications for the conduct of future studies and for policy in the areas of teacher recruitment, teacher education, teacher certification, and certification testing. (JD)

ED 275 732 TM 860 646

Reckase, Mark D.; And Others
When Unidimensional Data Are Not Unidimensional.
Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jun 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Psychometric Society (50th, Nashville, TN, June 1-4, 1985). Some figures contain small, broken type.
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Difficulty Level; *Factor Analysis; *Item Analysis; *Latent Trait Theory; Mathematical Models; *Statistical Distributions; Statistical Studies; Testing Problems; Test Items; True Scores
IDENTIFIERS- *Dichotomous Variables; *Tetrachoric Correlation

Factor analysis is the traditional method for studying the dimensionality of test data. However, under common conditions, the factor analysis of tetrachoric correlations does not recover the underlying structure of dichotomous data. The purpose of this paper is to demonstrate that the factor analyses of tetrachoric correlations is unlikely to yield clear support for unidimensionality even when the data are generated to be unidimensional. This result is caused by a failure of the item data to meet the assumptions of the tetrachoric correlation. For this study, item true score distributions were generated assuming a normal latent trait and a variety item characteristic curve (ICC) forms for the items. In every case, these distributions were nonnormal, and the bivariate distribution did not match the bivariate normal. The principal component analysis of data generated according to these ICC's yielded a highly complex solution, most likely a result of the violation of the assumptions of the tetrachoric correlations that form the basis of the analysis. Further research is needed on new methods of factor analysis of dichotomous test data generated by a variety of ICC forms. (BS)

ED 275 746 TM 860 663

St. John, Mark
Evaluation Design: The Evaluator and the Architect. Guide Number 12. Evaluation Guides Series.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 11p.; For other guides in this series, see ED 253 952-954, ED 256 637-638, ED 257 629, and TM 860 664-666. Printed on colored paper.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Architects; Communication Skills; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Evaluation Problems; Evaluators; Models; *Program Design; Program Guides

Using architectural design as a model, the article discusses the process of evaluation design. Like the architect, the evaluator faces a problem of finding forms that best fit a partially defined set of contextual demands. The context is the set of all factors which made demands upon the final design form. Like the architect, the evaluator's design comes out of an analysis of the context. The evaluator's working plan corresponds to the architect's sketches. The form and the product of evaluation design are not really physical. The ultimate work is to communicate, inform, educate, inspire or to produce a beneficial impact upon the appropriate people. By constantly monitoring what is happening during the evaluation, the evaluator can continually update the working plan and flexibly adjust the design to respond to what is needed. Out of the general nature of the design process, the following guidelines are extracted: (1) begin by not knowing what to do; (2) begin with what is happening; (3) work from the general to the specific; (4) use both analytic and integrative modes of thinking; (5) formulate general questions to guide the evaluation; (6) use evaluation methods flexibly; and (7) monitor, recycle, and rethink. (JAZ)

ED 275 581 SO 017 526

Witter, William D.; And Others
Employment.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 86
NOTE- 14p.; For prior issues of this journal, see ED 274 565-574 and SO 017 521-525.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00/yr, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; Early Childhood Education; *Economics Education; Elementary Education; *Employment; Experiential Learning; Labor Market; Learning Activities; Work Attitudes

IDENTIFIERS- Free Enterprise; Market Economy

Beginning with a conceptual introduction which covers the topics of work in the United States, why people work, the labor force, labor markets, unemployment, and work and the young, this document goes on to offer four instructional units for preschool through sixth grade students. The preschool and kindergarten unit called "Earning More than Money," offers young students an opportunity to inspect the work attitude of "The Little Red Hen," take a field trip to a bakery, and learn to take pride in their work at school. In the 1st and 2nd grade unit, students learn about the qualities most needed by good workers, create a classroom employment department, build their own classroom community, and engage in interviewing to learn about the work world. "Jobs Fill Society's Needs," the unit for 3rd and 4th grade, offers five different activities which help students learn how society and employment are interconnected. The last unit, called "Skills for the Marketplace," involves 5th and 6th grade students in writing their own resumes, shopping for jobs, and investigating the employment opportunities created by producing a television newscast. (JDH)

ED 275 595 SO 017 605

Situation and Prospects of Youth in Latin America.
Economic Commission for Latin America (UN), Santiago (Chile).; United Nations Economic and Social Council, New York, N.Y.
REPORT NO.- ECLA-E/CEPAL/Conf-75/L-2
PUB DATE- 5 Sep 83

NOTE- 83p.; Report prepared for the Latin American Regional Preparatory Meeting for the International Youth Year (San Jose, Costa Rica, October 3-7, 1983). Some tables contain small print. For related documents, see SO 017 599-604.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demography; Developing Nations; Employed Women; Employment Projections; Females; Foreign Countries; Higher Education; Latin American Culture; *Latin Americans; *Needs Assessment; Social Influences; Socialization; *Youth; Youth Opportunities; *Youth Problems; Youth Programs
IDENTIFIERS- Caribbean; *Latin America

The report examines the situation, prospects, and needs of Latin American youth in the context of changes which the region has undergone in recent decades and in the face of difficulties of the present and future. The report is divided into 11 sections, each containing 2 to 4 subtopics. The sections include: "Demographic Structure and Youth"; "The Insertion of Young People into the Working World"; "Young Female Labor: Growing Importance"; "Unemployment and Underemployment among Youth"; "The Educational Transformation and Its Impact on New Generations"; "Youth in Marginal Situations"; "Complexity of the Current Situation and Future Prospects"; "The Uncertainties of the Future"; "Importance of Generational Relationships in a Society in Transformation"; "Youth and Their Role in the Processes of Change"; and "Society and Youth." Also included is a statistical appendix containing 17 tables providing empirical support for the assertions made in the report. (TRS)

ED 275 625 SP 028 053

Dunifon, William S.
Excellence in Secondary Education: The Induction of Teachers.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Secondary Education Conference

Excellence Week (Normal, IL, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Helping Relationship; Higher Education; Interpersonal Relationship; Secondary Education; *Secondary School Teachers; *Teacher Orientation; *Teamwork
IDENTIFIERS- *Beginning Teacher Induction

A model for teacher induction is presented. A carefully planned induction model requires the establishment of teams of colleagues from the public schools and the university. The role of the teams will not be to play out as a group the role currently played by the university supervisor or evaluator. Rather, the team will be selected on the basis of the individual and collective strengths required to facilitate the development professionally and personally of the prospective teacher. They will assist one another in the instruction components of the induction experience. They will work with the inductee in assessing learning strategies, classroom environment, the school as a culture, and take active responsibility for helping the inductee and the school system solve the problems and address the opportunities which emerge over time. The university members of the team will teach in school classrooms and the public school members of the team will teach on the university campus in a regular and planned fashion. Neither will be served-up as "guest lecturers." Public school people and their university colleagues will engage in their own professional growth and development as a consequence of their involvement with the induction approach. (JD)

Physical Development and Health, Grades 3, 6, 8, 10, 12. State Goals for Learning and Sample Learning Objectives.
Illinois State Board of Education, Springfield.
PUB DATE- 85
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education;

*Health Education; *Physical Development; *Physical Fitness; *State Standards
IDENTIFIERS- *Illinois

This document sets forth the state goals for learning in the area of physical development and health for elementary and secondary students in Illinois. The final objective of this schooling is to provide students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination, and leisure skills. As a result of their schooling, students should be able to: (1) understand the physical development, structure and functions of the human body; (2) understand the principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development; drug use and abuse, and the prevention and treatment of illness; (3) understand consumer health and safety, including environmental health; (4) demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance; (5) plan a personal physical fitness and health program; (6) perform a variety of complex motor activities; and (7) demonstrate a variety of basic life-saving activities. General knowledge and skills related to each goal are outlined, and sample learning objectives are listed for grades 3, 6, 8, 10, and 12. (JD)

ED 275 761 TM 860 678

Weber, Jerry; Twing, Jon

Comparisons of Methods for Setting Placement Scores of Entering College Freshmen.

PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Basic Skills; College Freshmen; *Comparative Analysis; *Cutting Scores; Higher Education; Measurement Techniques; Regression (Statistics); Research Methodology; *Scoring; Standardized Tests; *Student Placement; Withdrawal (Education)

IDENTIFIERS- California Achievement Tests; Descriptive Tests of Mathematics Skills; Percentile Ranks

This study examines the relative value of five empirical procedures for determining cutscores in placement of entering college freshmen. Placement test scores were obtained for all students entering in the fall, but tested in the summer of 1983 at a midwestern community college. Students who took at least one placement test in arithmetic, algebra, or English and who enrolled in at least one of the several freshmen courses were included in the study. The methods chosen were the lowest "C," the equal percentile, and three regression procedures. These procedures derive various cutscores, and this study looks at what placement distributions would have occurred if each procedure's cutscore had been rigidly applied. Relative value is determined by the percentage of true placements versus false placements. In addition, each method is compared with and without the inclusion of students who withdrew from courses. Results indicate limited utility for the lowest "C" and the equal percentile procedures. The two regression lines developed by regressing placement scores on grades (the criterion measure) and by regressing grades on placement scores were unstable across tests. The "average" regression line of these first two produced the most stable (across tests) cutscores and the most acceptable ratios of correct to incorrect placements. (Author/JAZ)

ED 275 776 UD 025 187

Polit, Denise F.; And Others
School, Work and Family Planning. Interim Impacts in Project Redirection.
Manpower Demonstration Research Corp., New York, N.Y.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Youth Programs (DOL), Washington, D.C.
PUB DATE- Jun 83
NOTE- 100p.; For related documents, see UD 025 188-190.
GRANT- 52-36-80-01
AVAILABLE FROM- Manpower Demonstration Research Corp., Three Park Avenue, New York, NY 10016 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Community Services; *Early Parenthood; Financial Support; High Schools; Job Training; *Pregnancy; Program Effectiveness; Social Services; *Social Support Groups; Voluntary Agencies
IDENTIFIERS- *Project Redirection

Project Redirection was designed to help pregnant and parenting adolescents progress toward eventual self-sufficiency by linking them with community agencies and volunteers at four geographically and ethnically diverse sites in the United States. Distinctive features of the program include: (1) a broad scope of services including employability training, parenting and educational counselling, and (2) the inclusion of paid women drawn from the local community to act as primary supports to the teens and help them achieve short-term goals. This report discusses impact findings 12 months after the teens first enrolled in Project Redirection. The hypothesis tested is that participants in the program will experience better education, employment, family planning, and health outcomes than a group of similar non-participants. Results show that the Project positively resulted in improvements in educational, employment and fertility areas. The program was deemed effective for teens in the major ethnic, age, and parity subgroups included in the sample. The most pronounced effects were found among teens who came to the program with the least favorable education and employment histories. (LHW)

ED 275 790 UD 025 209

Larter, Sylvia; Cheng, Maisy
Teaching Heritage Languages and Cultures in an Integrated/Extended Day. Research Report #181.
Toronto Board of Education (Ontario).
PUB DATE- Jul 86
NOTE- 243p.; Appendices F and G contain small type.
LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Culture; Black Studies; Cultural Background; *Cultural Education; Elementary Education; *Elementary School Students; Ethnic Groups; *Experimental Programs; *Extended School Day; Foreign Countries; Minority Group Children; Social Integration
IDENTIFIERS- *Toronto Board of Education ON

The Integrated/Extended Day Heritage Language and Black Cultural Program (HL/BC) teaches children their heritage language and culture as part of an extended school day, running concurrently with a regular program. An evaluation of the program in the 1984-85 school year, based on questionnaires to those involved, provided the following results: (1) data do not indicate that the program divides Anglo and non-Anglo students into two camps; (2) these classes cannot be designed and offered in a manner similar to that of a regular school class; (3) HL/BC classes do not distract the pupils from learning the Canadian culture and English language; (4) methods and materials of the homelands are not always appropriate for teaching these classes; (5) school staff must be fully prepared, involved in, and committed to the program; (6) the classes should be taught by skilled and experienced teachers; (7) newly employed adults teaching these classes create a difficult administrative task; (8) the concurrent program may have to be more sophisticated and challenging; (9) the program does not lead to greater involvement of parents in the schools; and (10) those interested in teaching heritage culture are also interested in the quality of the regular programs. Eight appendices forming about half of the document include three sets of data tables, summaries of pupil interviews, the full text of the operations manual for the programs, and the Toronto Board of Education fact sheets on the programs. (PS)

ED 275 642 SP 028 215

Bull, Barry L.
A Study of Initial Teacher Preparation in Washington.

Washington State Council for Postsecondary Education, Olympia.
PUB DATE- May 85
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Elementary Secondary Education; *Formative Evaluation; Higher Education; *Preservice Teacher Education; *Program Evaluation; *State Standards; Teacher Certification; *Teacher Education Programs; Teacher Qualifications

The Council for Postsecondary Education conducted this study of initial teacher preparation programs in the State of Washington in order to provide a solid factual basis for assessing those programs and the wide variety of recommendations about them that have been made recently. While, on the whole, the Council's study has shown the state's initial teacher preparation to be in relatively good order, some specific concerns have emerged from this study. Findings and policy recommendations are presented relating to the following topics: (1) admissions and exit requirements for teacher preparation programs; (2) minority students; (3) majors for elementary certification; (4) subject matter for secondary teachers; (5) extended field work and 5-year programs; (6) the current state certification system; (7) teacher preparation program approval; (8) characteristics of first teacher certificate completers; and (9) changes in certification standards. (JD)

Cunningham, Sandra; Nieminen, Gayla
Teacher Today: Identifying Staff Development Needs.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Needs Assessment; *Program Development; Staff Development; *Teacher Participation

The staff development model described in this paper involves collaborative planning in which the teachers are involved, while also providing a mechanism to assist participants to identify their inservice needs. The model consists of three major components: (1) the preliminary input of a selected committee which produces a needs assessment survey; (2) the distribution of the survey to all personnel; and (3) a summary of responses to the survey which makes it possible to construct a useful and relevant staff development plan. Personnel from the Institute for Educational Research, which is a non-profit consortium of 125 school districts in Illinois, work actively with the school personnel in all phases of the development of the inservice program. The model is individualized for each school setting and sensitive to the particular needs of each school district. (JD)

ED 275 690 SP 028 343

Michigan State Plan for Professional Development 1985.
Michigan State Board of Education, Lansing.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Institutional Cooperation; Needs Assessment; *Professional Development; *Program Development; *Statewide Planning
IDENTIFIERS- *Michigan

This report outlines plans and designated responsibilities developed under the direction of the Michigan State Board of Education for the purpose of providing direction and support for coordination of professional development program activities for teachers and other education professionals. The results of a need analysis for professional development in the state are discussed. Following this, the roles and responsibilities for program administration are delineated for authorities in the State Department of Education: (1) the office of professional development; (2) teacher preparation and certification services; (3) instructional specialist unit; (4) higher education management services; and (5) the State-Level Advisory Council. An outline is provided of the provisions of Sections 97 and 98 of the Michigan State School Aid Act. Ways in which this state effort will be implemented, coordinated, and evaluated are described. Appendices include a table of topic areas for the needs assessment endeavor and for program delivery, and a listing of current emphases in inservice teacher education and possible future trends in professional development programs. (JD)

TM

Tittle, Carol Kehr
Next Steps in Competency Testing Programs: Assessment in Context and the Meaningfulness of Results.
PUB DATE- 24 Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Validity; Elementary School Curriculum; Elementary Secondary Education; *Measurement Objectives; *Minimum Competency Testing; Scores; Secondary School Curriculum; State Programs; Testing Programs; *Test Use; *Test Validity
IDENTIFIERS- *Curricular Validity

Statewide minimum competency testing programs have emphasized basic skills in reading, mathematics, and writing. However, continuing concerns are expressed in national reports about the level of achievement, particularly in mathematics and science, and increased testing has been suggested as a means of encouraging curriculum change and evaluating student progress. Increased testing in current competency testing programs is unlikely to meet these broader goals. Two frameworks have implications for evaluating competency testing: (1) the context of assessment--testing of cognitive knowledge, learner characteristics which have an impact on instruction, and curricular validity; and (2) the meaningfulness of test scores and reports to students for self-direction, and to teachers for instructional planning. These frameworks can further increase the links between instruction and the assessments of individual students. A three-page list of references concludes the document. (Author/GDC)

ED 275 718 TM 860 632

Posner, Michael I.; Presti, David E.
Selective Attention and Cognitive Control. Cognitive Science Program, Technical Report No. 86-5.
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-5
PUB DATE- 1 May 86
NOTE- 25p.; Contains small print
CONTRACT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attention; *Cognitive Processes; Inhibition; Language Processing; *Spatial Ability; *Visual Perception; Visual Stimuli
IDENTIFIERS- *Brain Functions

Studies of selective attention suggest a system which operates across modalities and on many forms of internal representation. Complex analysis, even semantic analysis, of sensory input may occur automatically, but attention controls the locus of action. When computations carried out by the brain are effortful, in the sense that elements compete for a common resource limited in capacity, psychologists label them as requiring attention. Such computations are often carried out serially. Processes in which activities are carried out simultaneously without interfering with one another are said to be automatic. Attention may be summoned to a particular spatial location by the presentation of a visual cue. The operation of two posterior brain systems may be involved in the selective attention: the superior colliculus for the selection of spatial location and the dorsolateral prefrontal cortex for the selection of semantic information. Investigation of spatial attention within the visual system provides a means to explore the neural systems involved in the control of attention. (JAZ)

ED 275 582 SO 017 527

O'Neill, James B.; And Others
Economic Growth.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 86
NOTE- 14p.; For prior issues of this journal, see ED 274 565-574 and SO 017 521-525.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00/yr, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; Early Childhood Education; *Economic Development; *Economics Education; Elementary Education; Experiential Learning; Labor Market; Learning Activities; Work Attitudes
IDENTIFIERS- Free Enterprise; Market Economy

A conceptual introduction for teachers explains economic growth and how it is measured. Four instructional units follow, beginning with a preschool and kindergarten unit which offers young students an opportunity to interview puppet workers, set up a classroom corner store, and learn the importance of capital resources for increasing productivity by watching adults work with hand and power tools. "Steps to a Growing Economy," the 1st and 2nd grade unit, helps students appreciate the relationship between good personal health and productivity, learn how putting resources back into a business increases profits, and investigate how inventions increase productivity. The 3rd and 4th grade unit has students make decisions about their own school productivity, graph their productivity growth, and investigate how early settlers and colonists improved their standard of living. "Global Growth," the unit for 5th and 6th grade students, engages students in a discussion of an article on how countries grow and asks students to research the growth potential of selected countries. (JDH)

ED 275 611 SO 017 679

Engle, Shirley H.
What Ever Happened to the Social Studies?
PUB DATE- 26 Sep 86
NOTE- 21p.; Paper presented at the Metcalf Colloquium (Urbana, IL, September 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Classroom Techniques; *Critical Thinking; *Educational Practices; Futures (of Society); Higher Education; Lecture Method; Memorization; *Relevance (Education); *Social Studies

The paper gives reasons why the type of social studies genuinely committed to the education of citizens in a democracy has never flourished in the United States, though such education is crucial to the nation's survival. Social studies, as a discipline, should be utilized to solve social problems and not be a vehicle for imposing a particular political bias on students. There is the slavish use of exposition to transmit information merely to be held in memory. This type of study should not be equated with good citizenship education. Social problems are complex and require problem-solving ability that can only be learned through practice. Ideas about why problem-solving techniques have been rejected include: (1) Teachers teach as they were taught and their preparation leaves them incompetent to deal with controversy and uncertainty. (2) Teachers can avoid trouble by sticking to the textbook. (3) The textbook industry thrives on the expository method. (4) Ancient beliefs hold that education means that elders instruct the young, not that they work out problems together. (5) Ordinary people, though they can be part of an obedient, dependable work force, cannot be trusted to rule themselves. Education, in the past, "has had more to do with maintaining class structure than with opening up opportunity." Educators need to challenge the past and teach children in a manner more befitting democracy and the type of critical thinking skills required. (CBC)

ED 275 733 TM 860 647

Thayer, Jerome D.
Using Multiple Regression with Dichotomous Dependent Variables.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Discriminant Analysis; *Multiple Regression Analysis; *Predictor Variables; *Statistical Significance; Statistical Studies; Validity
IDENTIFIERS- *Dichotomous Variables; *T Tests

A dichotomous dependent variable is used to determine a combination of variables that will predict group membership. Dichotomous variables are frequently encountered in multiple regression analysis. However, several textbooks question the appropriateness of using multiple regression analysis when analyzing dichotomous dependent variables. The critics state that in addition to the predictions made by the regression equation with a dichotomous dependent variable, the statistical tests are also invalid. This paper assesses the meaning of the charges against multiple regression and deals with some logical extensions of them. Data from the A3 data set in Gunst and Mason is used to examine the criticisms by comparing results of cases viewed as appropriate by critics with cases viewed as inappropriate for one predictor and two predictor examples. As the tests of significance are identical whether the dichotomous variable is independent or dependent, critics must deal with all significance testing with t-tests, analysis of variance, analysis of covariance, discriminant analysis, and any use of dummy variables in multiple regression if they are to be taken seriously. (BS)

ED 275 747 TM 860 664

St. John, Mark

Evaluation Design: Selecting Methods. Guide Number 14. Evaluation Guides Series.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 17p.; For other guides in this series, see ED 253 952-954, ED 256 637-638, ED 257 629, and TM 860 663-666. Printed on colored paper.

CONTRACT- 400-80-0105

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Data Analysis; Data Collection; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Evaluation Problems; Evaluators; *Program Design; *Program Evaluation; Program Guides; *Research Tools

The choice of methods is part of the overall evaluation design process. The process consists of the following steps: (1) analyzing the problem context; (2) asking a few general questions; (3) selecting the methods (strategies) to use; and (4) selecting the specific techniques (tactics) to use. To operate successfully the evaluator needs to know many different kinds of methods, understand their purposes, appreciate their limitations, and use courage and imagination. While method reflects the strategies of the evaluator, techniques reflect the tactics. Techniques are specific and can be viewed as tools. They are used for gathering and analyzing data. The following conclusions are made about the planning and implementation of an evaluation: (1) the evaluation problem is undefined (there is no one unique solution); (2) successful evaluation design cannot be prescribed (at best, a few heuristics may prove useful); (3) the power and flexibility of the evaluator is increased as his or her repertoire of methods and skills increases. Various selecting methods, methods to help in the evaluation design, tools for gathering and analyzing information, and tools for communicating findings are presented in tables following the article. (JAZ)

ED 275 596 SO 017 616

Art 10, Art 20, Art 30 Curriculum Guide 1986.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 403p.; For teacher resource guide, see SO 017 617. Printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Curriculum Guides; Fine Arts; Foreign Countries; Freehand Drawing; Junior High Schools; Learning Activities; Learning Strategies; Lesson Plans; Secondary Education; Teaching Guides; Units of Study; *Visual Arts
IDENTIFIERS- *Alberta

The curriculum guide details a unified sequential art program for grades 7-12 and clearly outlines specific objectives and descriptions of concepts and experiences. The objectives are designed to accommodate sequential learning and are derived from the goals and philosophy of the program. The format describes appropriate objectives and concepts for each grade level in a systematic order based on three aspects of art learning: (1) drawings, which encompass recording, investigating, communicating, evaluating, and articulating aspects of making images; (2) compositions, which focus on the ways images are put together to create meaning; and (3) encounters, which involve sources, transformations, and impact of images. Concepts, or units of knowledge and understanding, and study approaches, or means by which objectives can be reached, are described for each objective. The first section of the program contains scope and sequence charts of objectives for each grade level separated into the three aspects of art learning. The charts show the sequential, developmental nature of learning in these three aspects from grade to grade and illustrate the relationships among the areas for each level. The next section of the program contains the objectives and concepts for each grade level which are designed to be a basic year program for each level. Four appendixes include developmental characteristics of students, special students, evaluation, and art criticism. (TRS)

ED 275 626 SP 028 072

Myton, David V.
Study on Needs of Beginning Teachers. Executive Summary.
Teacher Standards and Practices Commission, Salem, OR.
PUB DATE- Dec 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; *Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews;

Personnel Needs; Program Effectiveness; *Public Schools; Research Reports; Teacher Orientation
IDENTIFIERS- Oregon

This document summarizes the contents of two comprehensive reports, "Review of Related Research" and "Survey of Beginning Teachers and Their Employing Public Schools." Three types of studies were examined in reviewing literature on research about the needs of first-year teachers: (1) "Teacher Reflections," demonstrating through first hand accounts the realities beginning teachers encounter during the induction years; (2) "Descriptive Surveys," establishing the general nature and type of problems and concerns shared by first-year teachers, as well as their perceived needs for support and assistance; and (3) "Psychosocial Research," exploring the personal and exploring the personal and professional dynamics at play within and without the school environment during the first teaching year. Relevant literature on support for beginning teachers is also summarized. This encompasses studies dealing with problems of beginning teachers, descriptions of support practices, and evaluation of induction programs. The second section of this report summarizes findings of surveys of beginning teachers and their employers, and includes findings from teacher and administrator questionnaires, comparison of responses from beginning teachers, experienced teachers and administrators, and surveys on the efficacy of teacher education programs. (JD)

ED 275 643 SP 028 219

Stier, William F., Jr.; And Others
Faculty Work Load Models: Case Studies.
PUB DATE- 11 Apr 86
NOTE- 30p.; Papers presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty College Relationship; *Faculty Workload; Full Time Faculty; Higher Education; *Institutional Characteristics; *Physical Education Teachers; *School Policy; Teacher Attitudes

Descriptions are presented of the responsibilities and general workload of the physical education faculty at four institutions of higher education; (1) University of Illinois at Urbana-Champaign (a major research institution); (2) West Virginia University (a regional university); (3) Wittenburg University (a liberal arts institution); and (4) State University of New York College at Brockport (a comprensive arts and sciences college). (JD)

ED 275 660 SP 028 245

Scileppi, John A.
The Need for Altering the School's Value Climate When Planning Educational Reform.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; *Educational Environment; Elementary Secondary Education; *Institutional Characteristics; *Social Values; Student Behavior; *Student Characteristics
IDENTIFIERS- *Value Climate

Value climate refers to the social atmosphere of a school, and it reflects the differences that the public perceives among schools. Three factors determine value climate: (1) the characteristics of the entering students--abilities, motives, values and expectations; (2) the characteristics of the school--norms, role requirements, and types of facilities and resources available; and (3) the traditions, values, and norms of the informal student social organizations. This paper discusses the factors which influence value climate, and the strategies for manipulating the climate to enhance academic learning and the image of the school itself. (JD)

ED 275 675 SP 028 282

Duttweiler, Patricia C.
Teacher Incentives: Goals, Strategies, Assumptions and Their Feasibility.
Southwest Educational Development Lab., Austin, Tex.

PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Development; Elementary Secondary Education; *Incentives; Inservice Teacher Education; Stress Variables; Teacher Employment; Teacher Employment Benefits; Teacher Evaluation; *Teacher Improvement; Teacher Morale; *Teacher Persistence; Teacher Salaries; Teacher Selection; Teaching Conditions

This presentation discusses strategies upon which to base teacher incentives, and also assumptions within these strategies. The first strategy, influencing teacher turnover rates so that good teachers remain in the profession longer and poor teachers leave teaching sooner, includes consideration of occupational rewards, career structure, benefits, stress, organizational features, and teacher evaluation. The second strategy, attracting higher-quality entrants into teaching from the ranks of talented new college graduates and from the pool of talented persons in other jobs, considers the college freshmen pool, teacher salaries, working conditions, and hiring practices. The third strategy, raising the average performance of already-employed teachers by inducing them to upgrade or use their capabilities more effectively by providing incentive pay, includes discussion of teacher stress, teacher isolation, incentives, and rewards. The fourth strategy, raising the average performance of already-employed teachers by providing both the inducement and the structured opportunities for them to upgrade their capabilities, considers organizational factors, opportunities for professional development, and evaluation and professional improvement. (CB)

ED 275 705 TM 860 615

Jonas, Edward D., Jr.; Hayes-Wallace, Lamarian
Minimum Competency Testing: An Analysis of Student Outcomes for Those Not Mastering Mandated Testing Standards.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Cutting Scores; Elementary Secondary Education; Grade 10; Grade 12; *Graduation Requirements; High Schools; Mastery Tests; *Minimum Competency Testing; Scores; *Self Concept; State Programs; Testing Programs; *Test Results
IDENTIFIERS- Georgia; *Georgia Basic Skills Test; Piers Harris Childrens Self Concept Scale

The effects of failing to pass a high school exit exam were examined for the Georgia Basic Skills Test (GBST). Data were collected on a random sample of students who were tenth graders in 1983 and in 1984. The following issues were studied: (1) impact of failure on self esteem, as measured by the Piers-Harris Children's Self-Concept Scale (P-H); (2) optimal number of trials needed to pass the exit exam; and (3) characteristics which distinguished passers from non-passers. Data were also collected for seniors who passed the competency test and graduated in 1985 and 1986. The P-H was administered before the GBST, immediately after, and two months after receiving scores. Results showed that over 70 percent of the students passed both sections of the exit exam on the first test administration, even though six or more opportunities were provided. For one of the years studied, students' self-concept was influenced by knowledge of passing status after the first test administration. Initial self-concept was also significant. Self-concept, grade point average, and normal curve equivalent scores on the GBST predicted passing status, using discriminant analysis. Since a smaller number of students failed the GBST during the second year, further research on this situation was suggested. (GDC)

ED 275 719 TM 860 633

Posner, Michael I.; And Others
Isolating Attention Systems: A Cognitive-Anatomical Analysis. Cognitive Science Program, Technical Report No. 86-3.
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-3
PUB DATE- 1 May 86
NOTE- 57p.; Paper presented at the Annual Meeting of the Psychonomics Society (Boston, MA, November 1985). Contains small print.
CONTRACT- N00014-83-K-0601
GRANT- NIMH-R01-3853-02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attention; *Cognitive Processes; Cues; *Language Processing; Neurological Impairments; *Neurological Organization; Neurology; Spatial Ability; Stimuli; *Visual Perception
IDENTIFIERS- *Brain Functions

Recently, knowledge of the mechanisms of visual-spatial attention has improved due to studies employing single cell recording with alert monkeys and studies using performance analysis of neurological patients. These studies suggest that a complex neural network including parts of the posterior parietal lobe and midbrain are involved in covert shifts of visual attention. This paper describes two experiments employing the dual task technique to determine if covert visual orienting can take place while a person's attention is engaged in a language processing task. Results show clear evidence of interference between the two tasks suggesting a common system. The results also indicate that whatever is common to the two tasks does not have the same anatomical location as found for visual spatial attention. Previous work in cognitive psychology has also proposed a dissociation between the alerting and selective aspects of attention. In agreement with this dissociation the present study found that omitting any warning signal worsened performance for left-sided patients. These two patterns were also found in normals when we compare blocks run at a high state of alertness with those run at lower levels of alertness. These results support suggestions of a right sided bias for alerting but show that it is not the cause of the attentional selection deficit often reported in right parietal patients. A hierarchical distributed network is proposed to accommodate these data. (Author/JAZ)

Huntley, Renee M.; Carlson, James E.
The Effect of Item Presentation on Item Difficulty and Discrimination in Language-Usage Tests.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *Difficulty Level; Goodness of Fit; *Item Analysis; *Language Tests; Language Usage; Mathematical Models; Multiple Choice Tests; Secondary Education; *Test Construction; *Test Format; *Test Items; Test Validity
IDENTIFIERS- *American College Testing Program; Chi Square

This study compared student performance on language-usage test items presented in two different formats: as discrete sentences and as items embedded in passages. American College Testing (ACT) Program's Assessment experimental units were constructed that presented 40 items in the two different formats. Results suggest item presentation may not affect item difficulty to any significant degree, even though some language-usage classifications may be particularly susceptible to the impact of format. Questions about content validity are also considered. Samples of the two formats, passage presentation and discrete-sentence presentation, are included in the appendices. (Author/JAZ)

ED 275 777 UD 025 188

Quint, Janet C.; Riccio, James A.
The Challenge of Serving Pregnant and Parenting Teens. Lessons from Project Redirection.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Youth Programs (DOL), Washington, D.C.
PUB DATE- Apr 85

NOTE- 32p.; For related documents, see UD 025 187-190.
AVAILABLE FROM- Manpower Demonstration Research Corp., Three Park Avenue, New York, NY 10016 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Community Services; *Early Parenthood; Financial Support; High Schools; Job Training; *Pregnancy; Program Effectiveness; Social Services; *Social Support Groups; Voluntary Agencies
IDENTIFIERS- *Project Redirection

Project Redirection was designed to help pregnant and parenting adolescents progress toward eventual self-sufficiency by linking them with community agencies and volunteers at four geographically and ethnically diverse sites in the United States (in Boston; New York City; Phoenix, Arizona; and Riverside, California). Distinctive features of the program include: (1) a broad scope of services including employability training and parenting and educational counseling; and (2) the inclusion of paid women drawn from the local community to act as primary supports to the teens and help them achieve short-term goals. This monograph opens with a review of the consequences of teenage pregnancy and the Redirection approach for addressing the problems, and then discusses the sites' operational experiences. Participation in Project Redirection resulted in some short-term improvements in most subgroups and for most outcomes. By the end of the study, however, when teens were out of the program, differences between the experimental and comparison groups had largely disappeared, except for certain subgroups. The report concludes with the following lessons: (1) reliance on the brokerage model means depending on the services available in the community; (2) the longer teens stayed in the program the better they did, so no maximum length should be established; and (3) younger mothers need a greater mix of, and different, services than older mothers. (LHW)

ED 275 791 UD 025 210

Pinkett, Kathleen E. L.; Quay, Lorene C.
Social Orientation and Cognitive Play in Black and White Middle SES Preschool Boys and Girls.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ethnicity; Group Dynamics; *Interpersonal Communication; *Play; *Preschool Children; Preschool Education; *Racial Differences; *Sex Differences; Social Attitudes; Social Cognition; Social Development
IDENTIFIERS- *Cognitive Play

Black and white middle SES preschool boys and girls were compared on the frequency with which they interacted socially with peers (people orientation) and on the frequency with which they engaged in nonsocial activity which involved being occupied with some material or task (object orientation). They also were compared on the frequency with which they engaged in the cognitive play types: functional, constructive, and dramatic. No race differences were found for people and object orientation. Sex, but not race, differences were found for level of social interaction. Boys engaged more frequently than girls in the highest level of social interaction. On frequency of the cognitive play types, neither race differences, sex differences, nor a race by sex interaction occurred. These findings raise questions about other assumed differences between black and white children. This study underscores the necessity to treat black children as a homogeneous group but to recognize that sex, socioeconomic status, and possibly other characteristics influence their social and cognitive behaviors. (Author)

ED 275 612 SO 017 684

Peters, Richard
A Chronicle of Global Environmental Education Concept Development in the Social Studies Curriculum: 1970-1985.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Nov 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conservation (Environment); *Conservation Education; *Ecological Factors; Elementary Secondary Education; Energy Conservation; *Environmental Education; *Global Approach; International Cooperation; Learning Activities; *Quality of Life; World Problems
IDENTIFIERS- United Nations Environment Program

If the nation and world community are to control population growth, better manage finite resources, provide adequate quantities of food and water, improve the quality of the atmosphere, and prevent further extinction of plant and animal species, then a program to educate a generation of quality environment-oriented people must be initiated. Unnatural environmental manipulations by humans have produced catastrophic ecological results. Humans must redefine priorities and reorder their lives. The educational enterprise must develop programs which introduce people to local, regional, national, and global environments, both natural and social. Goals of several organizations, such as the 1976 UNESCO/Alliance for Education Project and the "Four Freedoms," which guarantee the quality of lifespace environments, are included. The Student Awareness of Global Environments (SAGE) matrix is outlined and the three main areas of environmental degradation--pollution, depletion

of resources, and disturbance of the natural condition--are presented, and a future scenario (if the situation is allowed to continue) is discussed. The final section describes curriculum infusion and classroom strategies for global environmental education. An extensive nine-item appendix includes an update on the management of natural resources throughout the world, plus specific examples of programs and organizations involved in this. (CBC)

ED 275 644 SP 028 223

Zeuli, John S.; Buchmann, Margret
Implementation of Teacher Thinking Research as Curriculum Deliberation. Occasional Paper No. 107.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 27p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; *Educational Research; Higher Education; Preservice Teacher Education; *Research Utilization; *Teacher Education Curriculum; Teacher Role

Drawing on philosophy, curriculum theory, and studies of teacher education, this paper aims to reconstruct the implementation question in teacher thinking research. To exemplify the argument and show what is entailed in curriculum deliberation for teaching teachers, the paper examines a particular study of teacher thinking, Dan C. Lortie's "Schoolteacher," and a specific occasion for educating teachers, the "social foundations" course that is a part of American teacher preparation. Through a combination of philosophical and case analysis the paper aims to demonstrate that curriculum questions in teacher education are problems of practice, that is, of principled thought involving particulars, as opposed to technical application of research or unreflective reliance on tradition. Hence this paper serves to clarify the meaning of professional action in teaching teachers. (Author/JD)

ED 275 691 TM 860 354

Weiss, Iris R.
Developing Indicators of Science and Mathematics Education: Insights from Two National Surveys.
Research Triangle Inst., Research Triangle Park, N.C.
PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Mathematics Education; Measurement Objectives; *National Surveys; Questionnaires; Research Design; Research Problems; Research Utilization; *Science Education; Teacher Effectiveness; *Test Construction; Trend Analysis
IDENTIFIERS- *Indicators

A number of issues involved in the large-scale assessment of science and mathematics education were illustrated during the conduct of two national surveys: the 1977 National Survey of Science, Mathematics, and Social Studies Education and the 1985 National Survey, Science and Mathematics Education. Development of the survey questionnaires started with a series of questions from the sponsoring agency. However, explicit indicators of quality in science and mathematics education were not available; thus, the advisory committee developing the questionnaire had many debates over data collection needs. One fortunate decision of the 1977 study was to study the textbooks used. An unfortunate decision was to omit course enrollment statistics for different races and genders; this would have proved useful. The 1985 survey focused on getting information from principals and from teachers, since those respondents previously provided the most heavily used data. Acquiring approval for data collection was often a lengthy process. The 1985 survey emphasized teacher certification and subject matter qualifications. These items were difficult to analyze and still require further study. The 55-item 1985 Teacher Questionnaire and the 28-item 1985 Principal Questionnaire are appended. (GDC)

ED 275 734 TM 860 648

Wittmann, Werner W.
The Synthesis of Cattell's BDRM, Cronbach et al. Generalizability Theory and Brunswik's Lens Model. A Framework for Improving Construct and Predictive Validity.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Construct Validity; Educational Research; Elementary Secondary Education; Foreign Countries; Generalizability Theory; Intelligence; *Mathematical Models; Multivariate Analysis; *Predictive Validity; Psychological Studies; *Psychometrics; *Reliability; Researchers
IDENTIFIERS- Berlin Model of Intelligence; Brunswik (Egon); Cattell (Raymond B); Cronbach (Lee J); West Germany

Psychometric theory has been one of psychology's stronger foundations and a major contributor to the recognition of psychology as a scientific discipline. Basic principles of psychometric theory led to the development of respected intelligence tests and large and comprehensive testing and assessment programs. This paper synthesizes major developments in psychometric theory, focusing on the issues of reliability and validity. The synthesis is developed from: (1) Cattell's basic data relation matrix (BDRM) of 10 coordinates for describing psychological events and the reliability and generalizability (Cronbach) coefficients derived from it; (2) the four box conception of data (predictor, criterion, experimental treatment, and nonexperimental treatment) to depict psychological research problems; and (3) a hierachical version of Brunswik's lens model in which correlations between boxes can only be optimal under conditions of good reliability and symmetry. The paper concludes with an empirical example from intelligence and school achievement research: predicting school grades and other kinds of aggregated criteria from the Berlin model of intelligence, the most prominent intelligence model in German-speaking Europe. (BS)

St. John, Mark
Criticism and Its Use in Evaluation. Guide Number 18. Evaluation Guides Series.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 15p.; For other guides in this series, see ED 253 952-954, ED 256 637-638, ED 257 629, and TM 860 663-666. Printed on colored paper.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Critical Thinking; *Evaluation Criteria; *Evaluation Methods; Literary Criticism; Program Evaluation; Program Guides; *Research Tools
IDENTIFIERS- *Educational Criticism; *Thematic Matrix Analysis

Criticism is the art of disclosing the qualities of events or objects the connoisseur perceives. Criticism is not negative appraisal, nor a list of unfavorable judgements; its essence is illumination. The key characteristics of criticism used as an evaluation method are: (1) inherent subjectivity; (2) reliance on the perception of the critic (its quality is a function of that person's ability); (3) descriptive, interpretative, and evaluative qualities; and (4) intent to educate others so that their appreciation and understanding of the critiqued work will be enhanced. Criticism techniques should be used when: (1) the purpose of the study is to convey to others the nature and qualities of a program or a set of materials; (2) an expert opinion can illuminate and educate others about the program; (3) the intent of the evaluation is to discover what the program is, how it is what it is, rather than what it does; and (4) a subjective and qualitative appraisal of a program is satisfactory. (JAZ)

ED 275 583 SO 017 530

English, Raymond

The Social Responsibility of Educators: Critical Suggestions.

PUB DATE- 1 Mar 86
NOTE- 18p.; Paper presented for the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Civics; Geography; Higher Education; History; Politics; *Public Schools; Secondary Education; *Social Responsibility; *Social Studies; Teacher Responsibility

Two clashing positions about the social responsibility of educators and the main purpose of public schools are presented. According to the traditional position, the main purpose of public schools is transmission of a society's essential knowledge, skills, and values, which enables students to develop their capabilities to the fullest and to function effectively as learners, workers, and citizens. By attending to this traditional purpose of schooling, educators act responsibly toward their society and its members. The traditional viewpoint argues strongly against proponents of schooling as an instrument of social engineering in behalf of trendy views about equality, harmony, and justice. Social causes and reforms, promoted under the rubric of social responsibility by special interest groups with benevolent intentions, are discussed as negative influences on education in public schools. Emphasis on social engineering in formal education has led to decline in academic standards and achievement and has undermined core values and institutions that structure our society. A traditional approach to political education, based on rigorous study of history, geography, and constitutional government, is proposed as a means to properly attend to concerns about social responsibility in public education. (JP)

ED 275 627 SP 028 074

Bull, Barry L.
Analysis of Data on First Teaching Certificate Completers at Five Public Institutions, 1982-83.
Washington State Council for Postsecondary Education, Olympia.
PUB DATE- Jan 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Colleges; State Standards; *Student Characteristics; *Teacher Certification; *Teacher Education Programs; *Teacher Employment; *Test Results
IDENTIFIERS- *Washington

In an attempt to gain some understanding of the actual results of the State of Washington's certification policies and the institutions approved under those policies, data were collected on students who received first teaching certificates from public teacher education institutions. Data were gathered on 1,540 students from Central Washington University, Eastern Washington University, University of Washington, Washington State University, and Western Washington University. Four broad categories of data were included: (1) certification data--basic demographic information and information on the type of certificate granted and levels for which the certificate was endorsed; (2) academic data--dates of graduation and program completion, cumulative and major grade point averages, and student majors and minors; (3) admissions test data--composite verbal and quantitative scores on the Washington Pre-College Test; and (4) initial employment data--students' employment status in the fall of 1983. All of each sampled student's university course work was classified in ten broad subject categories according to the departments by which the courses were offered. Within each category, courses completed were further classified as education-related or non-education-related, depending upon the course titles and catalog descriptions. Data are accompanied by narrative discussion. Numerous tables are provided. (JD)

ED 275 661 SP 028 246

Egan, Carol B.
The Gifted Child in the Regular Classroom: Inservice Program for the Classroom Teacher.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Gifted; *Inservice Teacher Education; *Program Development; Staff Development; *Teacher Education Programs

When a program for gifted children in Massillon, Ohio, was being developed, the planning team built into the program proposal a provision for staff development for classroom teachers. The goal of this training of third through sixth grade classroom teachers was to facilitate the bridging experience for the identified gifted students and to provide enrichment experiences for students who were not in the gifted program. Five graduate credit hours were provided to teachers who participated in a three-credit hour course from a local college and two credits were given for support group participation. Major program goals included: identification and use of various academic accommodations and adaptations for gifted students; adaptation of existing curricula to meet the needs of gifted students; and development of a personal and professional philosophy that includes the concept of teacher responsibility for providing appropriate opportunities for gifted students. The program was specifically developed according to known needs for effective teacher development, including use of practical ideas, regular feedback, problem-centered staff development, and continual support and follow-up. (CB)

ED 275 676 SP 028 285

Burgess, Wm. V.
Leadership Development for Teachers: Models and Choices.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; *Leadership Styles; *Leadership Training; *Management Development; Teacher Shortage; *Teaching (Occupation)

Studies have shown that a commitment to any change, including curricular program, student policy, or educational innovation, is best obtained by involving those who are most affected by the change. Staff development and inservice education programs are longer-lasting and more positively received when the instructional staff are part of the planning, presentation, implementation, and evaluation. In a 10-year series of simulation exercises conducted to demonstrate the effects of leadership styles, a consistent preference was found for shared decisions on tasks. In addition, greater satisfaction with outcomes and with personal participation was reported from democratically-organized work groups. Acceptable performance and satisfaction was also obtained under laissez-faire leadership where the task was simply explained and then turned over to the participants. Under autocratic leaders, the task was often well done, but pride, satisfaction, and commitment were always lower than in the other two groups. The suggestion is made that a school could develop a cadre of autocratic leaders to handle crisis situations; democratic leaders to assume complex planning and cooperative ventures; and laissez-faire leaders for higher level, professional tasks. These leaders could be drawn from the professional cadre of regular teachers who have been trained in leadership development programs. (JD)

ED 275 763 TM 860 680

Bird, Lisa
Effects of Help, Anonymity, and Privacy on Children's Academic Expectations.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Expectation; Foreign Countries; *Helping Relationship; Intermediate Grades; Interviews; Memory; Predictor Variables; *Privacy; *Sex Differences; Simulation; *Testing
IDENTIFIERS- *Help Seeking; New Zealand

This study examined the effect of three aspects of the testing context--physical privacy, anonymity, and offers of help from a tester--on children's expectations. Performance of 96 11-year-old boys and girls on a pictorial recall memory task in a simulated test was evaluated. The subjects were divided into eight different groups varying on the three factors. The strongest effect on expectations was from the variable of help offered, which acted to depress expectations. Though there were the predicted gender differences in expectations, the help variable appeared to disadvantage girls and boys similarly, and to mediate the effects of other variables. Results of extensive interviews carried out with the children supported an interpretation based on the idea that an offer of help may be interpreted by the child from an "ego-involved" perspective, for example, as a sign that the adult has a poor opinion of the child's capabilities. (Author/JAZ)

ED 275 792 UD 025 211

Hornick, Karen
Teaching Writing to Linguistically Diverse Students. ERIC Digest, Number 32.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 5p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; Language Role; Learning Problems; *Nonstandard Dialects; *Teaching Methods; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- ERIC Digests

The teaching of writing to students who speak nonstandard English can be difficult because students' linguistic differences rarely indicate true incompetence, and students' writing problems may result from conflicts between the cultures and langauge uses at home and school. Factors found to encourage writing improvement are the following: (1) positive teacher attitudes; (2) regular writing practice; (3) the opportunity to write for personally significant purposes; (4) student experience in writing for many audiences; (5) rich and continuous reading experience; (6) exposure to models of writing in process and writers at work; (7) instruction in the processes of writing; (8) collaborative classroom activities; (9) one-to-one writing conferences with the teacher; (10) direct instruction in specific strategies for writing; (11) reduced formal instruction in grammar and mechanics; (12) moderate marking of the surface structure errors in student papers; (13) flexible and cumulative evaluation of student writing; and (14) writing practiced and used as a tool of learning across the curriculum. (AA)

Senior High Art: Art 10, Art 11, Art 20, Art 21, Art 30, Art 31. Teacher Resource 1986.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 228p.; For curriculum guide, see SO 017 616. Printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Curriculum Guides; Educational Equipment; Educational Facilities; *Educational Resources; Educational Technology; Evaluation Methods; Foreign Countries; Instructional Materials; Teaching Guides
IDENTIFIERS- *Alberta; Canada

The guide is designed to accompany an art program curriculum guide in order to help teach senior high art and to locate resources and information. Included in the guide are the following titles: "Sample Unit Plans," which include information on theme, approach, objectives, concepts, motivation, resources, study approaches, and evaluation for the program's three aspects of art learning; "Facilities, Equipment, and Materials," which describe the physical resources necessary to accommodate program goals; "Art Displays, Art Shows, and Art Contests," which describe specific opportunities to display art products; "Careers in Art," which list 102 careers; "Glossary," which defines terms appropriate to the curriculum guide; "Resources," which include print and visual sources; "Hazardous Art Materials and Occupational Safety," which include information and resources about the safe use, storage, and disposal of art materials; and "Technographic Media," which explores the potential of emerging technologies. (TRS)

Jannarone, Robert J.
Models for Reflecting Effective Learning Abilities.
South Carolina Univ., Columbia. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-2
PUB DATE- Aug 86
NOTE- 71p.

CONTRACT- N00014-86-K00817
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Bayesian Statistics; *Cognitive Ability; *Estimation (Mathematics); Latent Trait Theory; *Learning; Learning Theories; *Mathematical Models; Maximum Likelihood Statistics; Multiple Choice Tests; *Test Theory
IDENTIFIERS- Binary Response; Markov Processes; *Rasch Markov Model; Rasch Model

A variety of locally dependent models are introduced having individual difference parameters that may be interpreted as reflecting effective learning abilities. One version is a univariate extension of the Rasch model with a Markov property: the probability that a given individual will pass an item depends on previous items only through the immediately preceding item score. Another version is a bivariate extension of the above Rasch Markov model, yielding separable "aptitude" and "learning ability" parameters. For both models, necessary derivatives are presented that are associated with maximum likelihood as well as certain ad hoc estimation procedures. A small number of simulated as well as analytical accuracy results for the estimation procedures are also provided. (Author)

Posner, Michael I.; Rothbart, Mary Klevjord
The Concept of Energy in Psychological Theory. Cognitive Science Program, Technical Report No. 86-2.
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-2
PUB DATE- 1 May 86
NOTE- 49p.; Paper presented at the NATO Advanced Research Workshop on Energetical Aspects of Human Information Processing (Les Arcs, France, August 23-28, 1985).
CONTRACT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arousal Patterns; *Attention; *Cognitive Processes; *Cognitive Psychology; Individual Differences; Inhibition; *Neurological Organization; Neurology; Personality Development; Stimuli
IDENTIFIERS- Brain Functions; Energetics

This paper describes a basic framework for integration of computational and energetic concepts in psychological theory. The framework is adapted from a general effort to understand the neural systems underlying cognition. The element of the cognitive system that provides the best basis for attempting to relate energetic and computational ideas is selective attention. Based on empirical studies in the areas of temperament, development, cognition and neuropsychology, this paper outlines what is currently known about the organization of several neural systems in selective attention. It confronts the issue of how selection is influenced by energetic processes, such as arousal, emotion, and individuality. Attention is viewed as a part of the complex biological system that modulates the basic reactivity of the organism through self regulation. (JAZ)

ED 275 778 UD 025 189

Riccio, James A.; Council, Delia L.
Strengthening Services for Teen Mothers. The Teen Parent Collaboration.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 85

NOTE- 165p.; For related documents, see UD 025 187-190.
AVAILABLE FROM- Manpower Demonstration Research Corp., Three Park Avenue, New York, NY 10016 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Community Services; *Early Parenthood; Financial Support; High Schools; Job Training; *Pregnancy; *Program Effectiveness; Social Services; *Social Support Groups; Voluntary Agencies
IDENTIFIERS- *Project Redirection
This report examines the service delivery and institutionalization of experiences of seven programs in various cities using the Project Redirection model, which helps pregnant and parenting adolescents progress toward eventual self-sufficiency by linking them with community agencies and volunteers. This evaluation focuses on innovations in service delivery and the operation of sites added after the program's original inception. Sites located in communities were better able to recruit and serve out-of-school teens than agencies located within schools. Both types of sites were able to recruit a sufficient number of community women to match to the teens. Teens at the newer sites participated in program activities more frequently than those at the original sites, but the amount of time they spent in the program was shorter. Employment-related services were diversified and enriched in the second demonstration. Some sites had difficulty convincing potential funders that Redirection's activities and the funding agencies' goals were sufficiently close to merit support, but the collaboration of the program sites with the community foundations proved to be a productive strategy in advancing toward the goal of more permanent funding. It was concluded that key elements of Project Redirection can be adapted to existing school-based programs and can be offered in rural as well as urban communities. (KH)

ED 275 645 SP 028 224

The Ideal Teacher.

New York State Education Dept., Albany.

PUB DATE- Jun 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Interpersonal Competence; Rewards; Secondary Education; *Secondary School Teachers; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- New York

This profile of the ideal teacher was compiled by the Commissioner's Student Advisory Committee which is made up of 17 secondary school students representing their respective geographic regions across New York State. Part 1 outlines positive personal characteristics, good teaching methods, and elements of sound teacher-student relationships. Brief narrative reflections on each of these points are presented. In part 2, suggestions are made on ways in which students can motivate teaching staffs at their schools: (1) periodic student evaluation of teacher performance; (2) honoring teachers at luncheons, breakfasts, and assemblies; (3) establishing a teacher recognition day; (4) letters of recommendation; (5) naming a teacher of the month and year; and (6) promoting merit awards. (JD)

ED 275 692 TM 860 546

Kirsch, Irwin S.; Jungeblut, Ann
Literacy: Profiles of America's Young Adults.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-054-1; NAEP-16-PL-02
PUB DATE- Sep 86
NOTE- 79p.; For related documents, see ED 263 192-193 and TM 860 601.
GRANT- NIE-G-84-0013
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Difficulty Level; Dropouts; *Educational Assessment; Educational Attainment; Family Environment; *Functional Literacy; High School Equivalency Programs; Individual Characteristics; Language Processing; *Literacy; *Measurement Techniques; National Surveys; Occupational Information; Postsecondary Education; *Profiles; Racial Differences; Reading Comprehension; Secondary Education; *Young Adults
IDENTIFIERS- *National Assessment of Educational Progress

In 1985 the National Assessment of Educational Progress (NAEP) assessed the literacy skills of America's young adults. The survey stressed the complexity and diversity of literary tasks in American society rather than using a simplistic single standard for literacy. NAEP convened panels of experts whose deliberations led to this definition of literacy: "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." NAEP drew a nationally representative household sample of 21- to 25-year-olds living in the 48 contiguous states in the United States. Approximately 3,600 young adults in 40,000 households were interviewed and were assessed in performing tasks such as: (1) reading and interpreting prose; (2) identifying and using information located in documents; and (3) applying numerical operations to information contained in printed material. Major findings showed that while the overwhelming majority of young adults adequately perform tasks at the lower levels on three literacy scales (prose, document, and quantitative literacy), sizeable numbers appear unable to do well on tasks of moderate complexity. Included in the report are: (1) an overview and profiles of the estimated prose, document, and quantitative literacy proficiency of young adults at four levels of difficulty; (2) comparisons of young adults with in-school 17-year-olds; (3) characteristics of the young adults by race/ethnicity, years of education, and parental education; (4) relationships of background characteristics to performance levels on the proficiency scales; (5) oral language results for selected samples; and (6) a final section providing a summary and conclusions. (LMO)

ED 275 749 TM 860 666

St. John, Mark
Narrative and Its Use in Evaluation. Guide Number 20. Evaluation Guides Series.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 18p.; For other guides in this series, see ED 253 952-954, ED 256 637-638, ED 257 629, and TM 860 663-665. Printed on colored paper.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Dialogs (Language); Evaluation Criteria; *Evaluation Methods; *Models; *Narration; Program Descriptions; Program Evaluation; *Program Guides; *Story Telling; Writing Processes

Both evaluators and storytellers pull together the events they hear and see; they create unified, coherent entities out of the parts they gather. This guide considers two levels at which the understanding of the nature and methods of narrative writing, or storytelling, can be of use to the evaluator. The highest level is to use the notion of narrative as an overall framework for an evaluation which consists of content and existents. The events are composed of action and happenings, and the existents of characters and settings. The second level considers the use of specific narrative techniques, such as vignette, dialogue, quotes, and portrayal over time. Simple guidelines outlining the qualities of effective writing--clarity, force and flavor--are given. (JAZ)

Druva, Cynthia Ann
A Composite of Order Analysis Procedures.
PUB DATE- Apr 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Developmental Stages; Factor Analysis; *Learning Theories; *Literature Reviews; Matrices; *Multidimensional Scaling; Problem Solving; *Scaling; Sociometric Techniques; Test Items; Test Reliability
IDENTIFIERS- Guttman Scales; Learning Hierarchies; *Order Analysis; *Ordering Theory

Order Analysis is a multidimensional scaling (MDS) technique for determining order among items. This paper reviews articles by different authors describing various components of ordering theory. A common nomenclature is constructed to link together the various ideas and is applied to a fairly simple set of data. Topics discussed include a more complete description of ordering theory in general and of order analysis in particular, a comparison of factor analysis with order analysis, an example of the use of order analysis in validating learning and instructional hierarchies, and a brief description of recent developments and concerns in ordering theory. Suggestions for applications of order analysis to the study of cognitive structures are included. (JAZ)

ED 275 584 SO 017 549

Gilbert, Pamela
Not a Pretty Picture: Toxics in Art Supplies in Washington, DC Area Public Schools.
United States Public Interest Research Group, Washington, DC.
PUB DATE- Apr 86
NOTE- 34p.; Uneven print quality may affect legibility. Best copy available.
AVAILABLE FROM- United States Public Interest Research Group, 215 Pennsylvania Avenue, SE, Washington, DC 20003 ($5.00; $2.50--25 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adhesives; *Art Materials; Asbestos; *Childrens Art; Elementary Secondary Education; Environmental Standards; *Hazardous Materials; *School Safety; Supplies

A study revealed that some of the art and craft supplies being used by most Washington, D.C. area public school districts (City of Alexandria, Arlington and Fairfax counties--Virginia; Montgomery and Prince George's counties--Maryland; and the District of Columbia) contained toxic ingredients which could cause serious, long-term damage, sterility, and birth defects. Children are particularly at risk from toxic substances because their bodies are small and still developing. They often do not understand the dangers associated with a product and they have a tendency to put things in their mouths. Ingredients of each product were reviewed by the Center for Occupational Hazards. Products were placed in one of three groups; (1) should not be used in public schools; (2) should be used only in secondary schools; and (3) safe for use in all public schools. Three recommendations were made: (1) art and craft materials should be required to be labeled properly; (2) certain toxic materials should be eliminated from the public schools; and (3) training sessions concerning toxic art supplies should be required. Appendices include: "Art materials that children under 12 should not use, with substitutes"; "Text of Oregon House Bill 2992"; and "Products authorized to bear the CP Certified Products Seal and the AP Approved Product Seal of the Certified Products and Certified Labeling Bureau of the Art and Craft Materials Institute, Inc." (BZ)

ED 275 598 SO 017 619

Schnuth, Mary Lee
Historical Perspective of Educational Reform.
PUB DATE- Feb 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Conservatism; *Educational Change; *Educational History; Elementary Secondary Education; Free Schools; Higher Education; Liberalism; Nontraditional Education; Racial Bias; Racial Discrimination; Teacher Militancy

From a historical perspective, this paper discusses the problems and results of educational reform in the United States over the past 100 years. Time lines are broken down to emphasize periods of significance. Each era is given a title which reflects the period, namely Educational Awakening (1890-1900), Educational Growth (1900-1945), Educational Reconstruction and Expansion (1945-1975) and Modernization of Education (1975-present). An overview of contemporary United States education and highlights of major issues surrounding the questions of what are the proper goals and direction for education are examined. A chart depicting the time line annotated with each era of significant reform is included. (SY)

ED 275 613 SO 017 686

MacFarland, Thomas W.

An Investigation of Outcomes Related to Human Resources Development Attributed to Societal Transitions.

PUB DATE- Sep 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Emerging Occupations; *Employment Opportunities; Employment Projections; Employment Services; Job Skills; Job Training; Labor Force; *Labor Force Development; Labor Needs; Labor Utilization

The investigation explores the impact that changing economies have had and will continue to have upon Human Resources Development (HRD)--the collective body responsible for training and retraining labor--and from that perspective offers recommendations to improve the impact HRD has upon society. The challenge for HRD is to recognize the economic, social, and cultural changes that are occurring and to provide leadership for the quickly emerging economy to keep up with expectations being instilled in youth. Recognizing that economic projections are not sacred, HRD must further recognize that, in terms of absolute growth, jobs that are not particularly glamorous nor highly technological will show the greatest actual growth. HRD must accordingly help train for these non-technological jobs. It is cautioned that unless HRD directs long-term growth to include the training of less skilled workers, our economy and culture will be severely burdened. A table of projected employment growth from 1979 to 1990 highlights the challenge to HRD. (TRS)

ED 275 628 SP 028 076

Report of the Basic Skills Task Force, June 30, 1983.
West Virginia State Dept. of Education, Charleston.
PUB DATE- 83
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Listening Skills; *Minimum Competency Testing; Reading Skills; Speech Skills; *Standardized Tests; *Test Format; *Test Validity; Writing Skills

This report is a summary of the Basic Skills Task Force activities covering the period from August 1982 to June 30, 1983. The Task Force was created by the West Virginia Board of Education in 1982. The report provides information on the historical background of the Task Force, a summary of how it functioned, and recommendations of the Task Force to the Board of Education. Descriptions are given of the test review process and the instruments tested, as well as criteria considered in test selection. Reviews are presented of standardized tests in the skill areas of reading, listening, speaking, writing, and mathematics. Technical considerations related to preprofessional skills testing are discussed and recommendations are made for assessment instruments in each of the skill areas under consideration. Recommendations are also made relating to research, institutional considerations and funding of the preprofessional skills component. (JD)

ED 275 662 SP 028 248

Ernest, Patricia S.; Lightfoot, Robert M.

A Model to Reduce Anxiety and Increase Utilization of Computers in the Classroom.

PUB DATE- Nov 86

NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Anxiety; Computer Literacy; Educational Technology; Elementary Secondary Education; *Inservice Teacher Education; *Knowledge Level; *Microcomputers; *Program Effectiveness; *Teacher Attitudes

This study conducted at the University of Montevallo (Alabama) was designed to assess the knowledge and anxiety levels related to microcomputers of inservice teachers prior to exposure to a model of instruction and after completion of instruction. A description is given of a model for the presentation of microcomputer experiences which includes explanation and hands-on experience with all components of a computer, program planning and creation, evaluation of commercial software, and management of the computer in the classroom. During the 1985-86 academic year, 50 inservice teachers and administrators self-selected an elective coursework experience in microcomputer literacy based upon the described model. Prior to the experience, knowledge and anxiety levels and perceived values of microcomputers were elicited from participants. The treatment intervention consisted of a 5-week, 40-hour exposure to the model of microcomputer experiences. A comparison of the results of the entry assessment of anxiety and the post-assessment indicated a significant diminishment of anxiety levels. (JD)

ED 275 677 SP 028 320

Fox, William M.
Teacher Motivation
PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; *Administrator Role; Elementary Secondary Education; Principals; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Morale; *Teacher Motivation; Teaching Conditions

A report is given of a study in which a valid and reliable instrument was developed to measure levels of teacher motivation and teachers' degree of satisfaction with their principal's administration of the school. Based upon responses from educators who validated the instrument, certain factors were seen as important in determining teacher motivation. Teachers must see teaching as worthwhile and stimulating, and they must feel a sense of involvement in decision making and also independence in their classroom teaching. The teacher must have a feeling of affiliation with others. There must also be a sound reward system that offers not only extrinsic rewards but also a sense of success and recognition. Teachers need the opportunity for personal growth and require accurate and sensitive feedback from their principals. A feeling of physical and emotional safety in the organizational structure of the school is important to teachers. Teachers require confidence in the principal, and also require the principal to provide support and an adequate supply of resources for instruction. (JD)

ED 275 735 TM 860 649

Borg, Walter R.
Simulated Research Projects as a Means of Providing Practical Experience.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; Higher Education; Hypothesis Testing; Research Design; *Research Methodology; Research Problems; *Research Skills; Research Tools; Simulation; *Student Research; *Teaching Methods
IDENTIFIERS- University of Utah

Problems involved in providing practical research experience in research methods courses are discussed. The two points in the research process where time is most critical are selecting measures and data collection. This paper suggests using a data base from previous research and having students conduct simulated studies based on randomly selected subjects from the data base. Two sample assignments from a doctoral level course at Utah State University are included to illustrate the use of this approach. In the first assignment, called the Team Research Project, a team of students from different courses is formed. The team studies the codebook of the data bank, sets up a problem statement and hypothesis, and conducts a computer search of the available literature. Each student reviews 1 year in the literature, randomly selects 30 or more cases from the data base, analyzes the cases, and writes a results section. The second assignment, called the Individual Research Project, follows very much the same pattern except that each student in the class goes through the entire process individually. (JAZ)

ED 275 793 UD 025 212

Ascher, Carol

Teaching Beginning Reading to Dialect Speakers. ERIC Digest, Number 33.

ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 5p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Cultural Differences; Elementary Education; Learning Problems; *Nonstandard Dialects; *Reading Difficulties; Reading Instruction; Social Dialects; *Teaching Methods

The reading scores of urban disadvantaged students have risen over the past 15 years, which may be attributable to special programs which have focused on strengthening the rudimentary skills. Whether reading achievement is dependent on students' mastery of standard English is an unresolved issue, but a number of instructional methods have been developed to alleviate the problems that dialect speakers may experience without necessarily stigmatizing students or coming into destructive conflict with the students' social and cultural difference. One method is to create stories from the children's oral language so that the reading material reflects their syntax, vocabulary, and sentence structure. Research indicates that what is most important to effective reading programs for all students is: quality of teachers and their belief in the students' ability to read; their creation of a literate, stimulating environment, and their commitment of a significant amount of "engaged" time to active reading instruction. Reading develops out of students' skills in speaking and listening, and is helped by practice in writing. Because students' background knowledge determines how easily they will grasp the meaning of what they read, they should be deliberately prepared for the reading assignment. Discussion before and after reading exercises can be crucial. Ability grouping may not be advantageous for the instruction of low ability students. (KH)

ED 275 646 SP 028 225

Lowney, Roger G.
Mentor Teachers: The California Model.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-247-X
PUB DATE- 86
NOTE- 32p.
AVAILABLE FROM- Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($0.90).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Career Ladders; Elementary Secondary Education; *Master Teachers; *Mentors; *Program Attitudes; *Program Development; Teacher Attitudes
IDENTIFIERS- *California; *California Mentor Teaching Program; Chula Vista City School District CA

A brief introductory overview of career ladder programs in Tennessee, Utah, and North Carolina precedes a description of the California Mentor Teacher Program. The California Mentor Teacher Program was one of the reforms provided for in the comprehensive California Educational Reform Act of 1983. This fastback describes one such program, the Chula Vista City School School District Mentor Teacher Program. Salient points covered are: (1) how mentor teachers are selected; (2) the goals and objectives of the Chula Vista Mentor Program; (3) how the program works; (4) teacher reactions to the program; and (5) mentor teacher reactions to the program. (JD)

ED 275 707 TM 860 617

Strum, Irene
Determining Program Effectiveness in Special Education.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Educational Testing; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Individualized Education Programs; *Program Effectiveness; *Program Evaluation; School Surveys; *Special Education

Discussions were held with administrative staff and evaluators from the New York City Public Schools in order to identify sources of data for evaluating special education programs. Data which are generally available include: (1) citywide reading test scores; (2) number of diplomas issued; (3) number of students decertified; (4) number of students moved to less restrictive environments; (5) attendance; (6) number of annual promotions; (7) number of students beginning high school diploma programs; (8) number of dropouts in high school age group; (9) test scores; and (10) amount of academic mainstreaming. Use of the Individualized Education Program in conducting evaluations is not recommended at this time. (GDC)

Keele, Steven W.; And Others

Force Control and Its Relation to Timing. Cognitive Science Program, Technical Report No. 86-4.

Oregon Univ., Eugene. Dept. of Psychology.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-4
PUB DATE- 1 May 86
NOTE- 22p.
CONTRACT- N00014-83-K-0601
GRANT- BNS8119274
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Processes; *Conceptual Tempo; Correlation; *Force; Higher Education; Interaction; *Motor Reactions; *Perceptual Motor Coordination; Psychomotor Skills; Reaction Time; Time Management
IDENTIFIERS- Tapping Test; *Timing

Timing and speed are suggested to be the two general factors of coordination that differentiate people across a variety of motor movements. This study provides evidence for a third general factor of coordination, that of force control. Subjects that exhibit low variability in reproducing a target force with one effector, such as the finger, show low variability with other effectors, foot or forearm. In addition, ability in force control cuts across different force ranges and across situations where force is either the primary goal or of secondary importance. Force records obtained during a periodic tapping task show that, although force control is largely independent of timing, there are some interactions between the two factors. Force variation appears to slightly distort timing in part because large forces speed up implementation of movement, thereby shortening preceding intervals and lengthening following ones, and in part because force variation alters central timing mechanisms. (Author/JAZ)

ED 275 779 UD 025 190

Polit, Denise; And Others
Final Impacts from Project Redirection. A Program for Pregnant and Parenting Teens.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.

PUB DATE- Apr 85
NOTE- 325p.; For related documents, see UD 025 187-189. Funding also provided by the National WIN Office.
AVAILABLE FROM- Manpower Demonstration Research Corp., Three Park Avenue, New York, NY 10016 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Community Services; *Early Parenthood; Financial Support; High Schools; Job Training; *Pregnancy; Program Effectiveness; Social Services; *Social Support Groups; Voluntary Agencies
IDENTIFIERS- *Project Redirection

Project Redirection was designed to help pregnant and parenting adolescents progress toward eventual self-sufficiency by linking them with community agencies and volunteers at four geographically and ethnically diverse sites in the United States. Distinctive features of the program include: (1) a broad scope of services including employability training and educational counseling; and (2) the inclusion of paid women drawn from the local community to act as primary supports to the teens and help them achieve short-term goals. This report discusses impact findings two years after the teens first enrolled in Project Redirection. The hypothesis tested is that participants in the program will experience better education, employment, family planning, and health outcomes than a group of similar non-participants. Participation in Project Redirection did result in some short-term improvements in most subgroups and for most outcomes. By the end of the study, however, when teens were out of the program, differences between the experimental and comparison groups had largely disappeared, except for certain subgroups. The report concludes with a summary of lessons to be considered by policymakers, program planners, and funding agencies. (LHW)

ED 275 750 TM 860 667

Reading Tests: What Does That Score Mean? Standardized Reading Tests.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- 86
NOTE- 20p.

AVAILABLE FROM- The North Dakota Study Group on Evaluation, Center for Teaching and Learning, University of North Dakota, Grand Forks, ND 58202 (50 cents single copy, 40 cents for 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Error of Measurement; *Grade Equivalent Scores; Graduation Requirements; Guessing (Tests); *Parent Materials; Raw Scores; *Reading Tests; *Scoring; *Standardized Tests; *Test Interpretation

In a question and answer format, this guide for parents discusses important issues about standardized reading tests, including the following: (1) scoring systems are obscure; (2) grade level equivalency scores are educationally inaccurate and misleading to child and parent; (3) standardized reading tests are meant to compare groups and not to refect an individual's achievement. Five demands parents can make to school officials are: (1) insist that authorities provide parents with information; (2) demand an end to the use of grade equivalency scores; (3) insist that test scores be reported with scrupulous accuracy; (4) insist that schools develop fair and accurate ways of evaluating students' reading skills; and (5) insist that tests be stripped of their mystery and that there be open discussion between school and parents about testing. (JAZ)

Oner, Necla

Development of the Turkish Form of the Test Anxiety Inventory.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Students; *Concurrent Validity; *Construct Validity; Correlation; Factor Analysis; Foreign Countries; Higher Education; Item Analysis; *Personality Measures; Predictive Validity; Secondary Education; *Test Anxiety; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Test Anxiety Inventory (Spielberger); *Turkey

The Turkish edition of the Test Anxiety Inventory (TAI-T) was accomplished in three stages, each stage constituting an independent study with new samples. In the first study, using bilingual Turkish high school and college students, the transliteral equivalence between the Turkish and English TAI items were achieved. The second study, using a larger sample of monolingual Turkish students, tested the stability, item homogeneity and internal consistency of this form. In the third study, where heterogeneous monolingual Turkish student samples were utilized, the criterion and construct validities of the TAI-T were assessed. Moderate significant correlations between the TAI-T and various personality measures as well as academic achievement were obtained and provided support for the concurrent, predictive and construct validity of the instrument. Factor analysis yielded more than two factors for this form. Data were interpreted to suggest a three factor (worry, emotionality and nervousness) structure for the Turkish TAI. (Author/JAZ)

ED 275 599 SO 017 630

Ben-Peretz, Miriam
Time: The Fifth Commonplace in Curricular Deliberations.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Higher Education; Interaction; Learning Processes; *Scheduling; Teacher Education; *Time Factors (Learning); *Time on Task

Contending that the four commonplaces of defensible educational thought (the learner, the teacher, the milieu, and the subject matter) do not deal with the complexities of time and its implications for curriculum and instruction, this paper presents time as a crucial element in curricular deliberation. Various aspects of time in the school setting are presented and their implications for curriculum and instruction are discussed. A distinction is made between instructional time, curricular time, sociological time, and experienced, personal time. These distinctions do not represent a full and comprehensive framework for the study of time, but serve as constructs guiding the discussion of time as a commonplace in education. The paper argues that time constitutes a special commonplace, not to be subsumed under the four commonplaces mentioned above. Part of the potential knowledge base and body of experience needed to represent this commonplace is noted, and implications for research, curriculum development, and teacher education are made. A three-page list of references concludes the document. (SY)

ED 275 614 SO 017 702

Dunn, Stephen P., Ed.; Dunn, Ethel, Ed.
The Station Relay. Facts and Views on Daily Life in the Soviet Union.
Highgate Road Social Science Research Station, Berkeley, CA.
PUB DATE- 86
NOTE- 102p.
AVAILABLE FROM- Highgate Road Social Science Research Station, 32 Highgate Road, Berkeley, CA 94707.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Characteristics; Consumer Education; *Cross Cultural Studies; *Cultural Awareness; Cultural Background; Cultural Education; Cultural Exchange; Culture; Divorce; Foreign Culture; Geography; *International Education; Marriage; Religion
IDENTIFIERS- Soviet Studies; *USSR

A compilation of five journal issues describing facts and daily life in the Soviet Union, the documents are intended to help people of the United States know about the people of the Soviet Union, their hopes, fears, and facts of their daily lives. Among the topics included in the publications are: Soviet consumers and the law; public health problems and solutions; religious beliefs; views on divorce; village life; urbanization and industrialization; personal accounts; Soviet youth; the disabled; family life; alcoholism; sports; and the marriage market. Special features included in most of the articles are: maps highlighting mentioned areas, a glossary of terms used, bibliographical references, suggestions for further reading, and editors' notes and comments. (TRS)

Kay, Patricia M.; Byrne, Michael M.
Essential Computer Competence for Beginning Teachers.
PUB DATE- May 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Competence; *Computer Literacy; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Skill Development; *Teacher Certification

The rapid proliferation of the use of computers in schools has led to questions about how teachers should be educated to deal with the new technology and what all teachers should be required to demonstrate in the way of minimal essential computer skills as a condition of certification. This paper addresses these questions by proposing a set of computer survival skills that all teachers ought to possess and should be incorporated into teacher preparation programs. Without defining the way in which instruction should be delivered or competence developed, it is proposed that teachers have competence in operating computer equipment, in programming, in the diverse uses of computers, and in understanding the ethical, moral, and philosophical implications of computer use. (JD)

ED 275 663 SP 028 249

Zimpher, Nancy L.; And Others
"The Right Stuff": Essential Elements for Structuring an Induction Year Program.
Franklin County Board of Education, Columbus, Ohio.; Ohio State Univ., Columbus. Coll. of Education.
PUB DATE- 86
NOTE- 147p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Beginning Teachers; Classroom Observation Techniques; Elementary Secondary Education; Higher Education; Mentors; *Program Attitudes; *Program Development; *Program Effectiveness; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

Seven objectives were identified for the development of the Franklin County/Ohio State University Induction Project: (1) analyze existing research on beginning teachers and induction programs; (2) synthesize existing analyses of follow-up studies conducted in schools, colleges, and departments of education over the past decade; (3) synthesize research on teacher effectiveness and classroom processes; (4) develop ethnographic or action research data collection systems whereby beginning teachers active in the project can systematically report on the nature of their first year of teaching; (5) construct classroom observation support systems to facilitate collaboration with mentor teachers; (6) pilot classroom observations and action; and (7) develop a viable entry year program to be implemented during years two and three of the project. This monograph presents an overview of the project. Information is included on what activities serve as the focus for an induction year program, the roles and responsibilities of the critical actors, the practice-centered inquiry process for teachers in an induction program, what informs an induction year program, and what structures support an induction year program. The needs assessment instrument for mentor teachers is included in the appendixes along with samples of materials used for data gathering and a three-page bibliography. (JD)

Tsuji, Gerry K.; And Others

The Upgrading of Secondary School Students from Basic to General Level Programs.

Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- RR-177
PUB DATE- May 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Dropouts; Foreign Countries; Secondary Education; *Secondary School Students; *Student Characteristics; *Track System (Education); Vocational Education
IDENTIFIERS- *Toronto Public Schools ON

This report constitutes a comprehensive investigation into the phenomenon known as upgrading in Toronto secondary schools. It is a follow-up of a preliminary study carried out in 1981-82. Upgrading refers to the process by which students who begin their high school careers taking Basic level courses/programs, eventually are advanced to more difficult General or even Advanced courses/programs. A students' level of study is significant when factors such as community college and police academy entrance requirements are considered; both normally require successful completion of courses at the General level. In the job market, graduates with credits at the General level are apt to have an advantage over those graduating with credits at the Basic level. An analysis is presented of: (1) socio-demographic characteristics of the students; (2) the students' academic history; (3) current academic performance of the students; (4) participation in summer school and subsequent academic adjustments; and (5) student aspirations. Data from interviews and school records are presented on tables with narrative analysis and discussion. (JD)

Rosenfeld, Michael; And Others
Analysis of the Professional Functions of Teachers. Relationships between Job Functions and the NTE Core Battery.
Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.
REPORT NO.- ETS-RR-86-8
PUB DATE- Mar 86
NOTE- 180p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; *Content Validity; Elementary School Teachers; Elementary Secondary Education; Employment Qualifications; *Evaluation Methods; Interrater Reliability; Interviews; *Job Analysis; Licensing Examinations (Professions); Minimum Competency Testing; National Competency Tests; *Occupational Tests; Questionnaires; Secondary School Teachers; Teacher Certification; Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *National Teacher Examinations

This study was undertaken to further document content validity and to provide evidence of construct validity of the National Teacher Examinations (NTE) Core Battery, using an alternative strategy. This strategy involved identifying the important job functions and professional knowledge areas of teachers. A multi-method approach was used to identify job tasks and professional knowledge without regard to grade level. The following information sources and procedures were used: (1) literature search; (2) advisory committees; and (3) interviews with teachers and administrators. The draft of the "Inventory of the Professional Functions of Teachers" was developed to contain 83 job tasks grouped into five broad areas. Sample School districts located in California, Georgia and New Jersey were selected for intensive study, and inventories were sent to all the teachers and administrators in the districts. Results identified broad functions of teachers as presenting important core job functions. All 59 knowledge areas were judged as being at least moderately important. Thirty-four battery knowledge areas and 23 of the additional knowledge areas were linked to job dimensions. Cumulative evidence from this study provided further support of the job-relatedness of the content domain of the NTE Core Battery for certifying beginning teachers. (JAZ)

ED 275 736 TM 860 650

Baker, Eva L.
NIE Planning Grant for Center on Student Testing, Evaluation, and Standards. Performance Report.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Planning; Educational Quality; Educational Research; *Educational Testing; Grants; Models; *Program Design; *Program Proposals; Research and Development; Research Needs; *Standards; *Student Evaluation
IDENTIFIERS- Center for the Study of Evaluation CA; National Institute of Education

This document summarizes the activities conducted under the National Institute of Education (NIE) planning grant for the new Center on Student Testing, Evaluation, and Standards and the conceptualizations that emerged from these activities. Chapter 1 presents a summary of the planning activities actually conducted under the award, including particular problems and successes and a list of participants and their affiliations. Chapter 2 provides a technical report on the Research and Development mission for a Center on Student Testing, Evaluation and Standards, including a brief review of the literature, analysis of problems in practice, guiding themes for the research agenda and effective strategies for conducting the research. Chapter 3 is a futures paper which summarizes in nontechnical language the proposed Center's mission, long rangs plans, and objectives. A four-page list of references concludes the document. (Author/JAZ)

ED 275 585 SO 017 561

Cronin, Blaise
Towards Information-Based Economies.
PUB DATE- 2 Apr 86
NOTE- 20p.; Paper presented as the Annual Lazerow Memorial Lecture (3rd, Bloomington, IN, April 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; Data Processing; *Development; Economic Change; Economic Climate; *Industrial Structure; *Information Science; Information Services; *Information Systems; *Information Technology; *Technological Advancement

An information society is one in which the expression "to earn one's daily bread by the sweat of one's brow" appears decidedly anachronistic. People have been seduced by the rhetoric of novelty and confused by the surface significance of terms which have become accepted parts of everyday speech. What do rubrics such as information society, information age, post-industrial society, information economy, and micro millenium actually denote? Merely using such terms does not imply a clear understanding of the issue. Frequently used definitions are too broad and too elastic to be useful. Greater refinement is needed to differentiate between occupations informational in character and those which are simply information intensive. Toffler used a social wave front analysis technique to illustrate fundamental transformations in socio-economic functioning. Others, including Bell, provided a framework in which to analyze and comprehend macro-level changes in late industrial societies. The growing awareness that information behaves as an active economic resource has focused attention on occupational activity shifts within developed nations. Economists such as Machlup and Porat have highlighted the growing proportion of the labor force involved in the generation, processing, and distribution of information. Naisbitt corrected the popular misconception that job growth is the preserve of the high-tech, sunrise industries. In fact, only about 10 percent of the jobs created in the past ten years have been high-tech jobs. The subject is further clouded by the widespread difficulty of distinguishing between service and information industries. An information systems typology becomes necessary as the volume of information in circulation increases. An expanded typology might comprise the following systems: mission-based, discipline-specific, intelligence processing, repository/archival, corporate social utility/problem-solving, and homespun/personal. Collectively, these systems constitute the engine of information-based economies in which information possesses the features of a "hidden property good." Nevertheless, it may be more instructive to think of information as a social and economic lubricant: man cannot live on information alone. (BZ)

ED 275 647 SP 028 226

Caldwell, Michael
Initial Teacher Certification/Licensing: An Analysis of the Carnegie Task Force Recommendations for a National Board for Professional Teaching Standards.
Virginia Univ., Charlottesville, Bureau of Educational Research.
PUB DATE- Sep 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Change Strategies; *Educational Policy; Elementary Secondary Education; *National Programs; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- *National Certification

This monograph analyzes the Carnegie Task Force on Teaching as a Profession's recommendations for a National Board for Professional Teaching Standards, focusing upon the development and management of the proposed Board, and the assessment approaches used to implement the idea of national certification. While the task force recommends two levels of professional certification, this analysis concentrates specifically on the initial or first level of certification. The point is made that while "licensing" indicates the individual meets minimum state standards, and "certification" means that the profession has pronounced the certificate holder competent, the task force was receptive to the notion that various licensing agencies adopt the national certification standards as the basis for the license. This analysis includes discussions on: (1) initial program level issues and tradeoffs; (2) separation of authority versus merging of authority; (3) assessment of the job versus assessment prior to beginning teaching; (4) voluntary certification versus mandatory certification; (5) specific assessment strategies and tools in professional assessment in the field of teaching; (6) state and local level concerns; and (7) program costs. (JD)

ED 275 708 TM 860 619

Fischer, Sara; Strum, Irene

Procedure for Establishing a Cut-Off Score for Determining Limited English Proficiency among Severely and Profoundly Handicapped Students.

PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Autism; Bilingual Students; Cutting Scores; Elementary Secondary Education; *English (Second Language); Language Handicaps; *Language Tests; *Limited English Speaking; *Mental Retardation; Native Speakers; Nonverbal Communication; *Questionnaires; *Rating Scales; Test Construction; Test Reliability; Test Validity; Verbal Tests
IDENTIFIERS- Language Assessment Battery; *Language Proficiency Questionnaire; New York City Board of Education

A 5-item rating scale was developed for the New York City schools to determine eligibility for English as a Second Language instruction in Category C exceptional students exempted from testing. Most students follow a curriculum of daily living skills, and many are nonverbal. The test was piloted with 163 students including severely, trainable, and profoundly mentally handicapped and autistic children. Meaningful responses, whether verbal or nonverbal, indicated English proficiency. Both English-speaking and bilingual samples were included in order to test the Language Proficiency Questionnaires ability to discriminate between the two groups. Results indicated that in most cases the form discriminated well between the bilingual and English-only groups. This difference was less clear with nonverbal students because of the difficulty in assessing language proficiency. It was, therefore, recommended that the form be modified for autistic and severely and profoundly mentally handicapped populations; the two categories of "always" and "frequently" should be combined, since there is no way to define a qualitative difference. This pilot study suggested that the form was both reliable and valid. Different cutting scores were recommended for verbal and nonverbal students. The test and testing instructions are appended. (GDC)

ED 275 751 TM 860 668

Blair, R. Clifford; Higgins, James J.
On the Relative Power of the Paired Samples t Test and Wilcoxon's Signed-Ranks Test.

PUB DATE- Apr 85
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Estimation (Mathematics); Literature Reviews; Measurement Techniques; *Monte Carlo Methods; *Nonparametric Statistics; *Sample Size; *Statistical Distributions; Statistical Studies; *Test Theory
IDENTIFIERS- Chi Square; Power (Statistics); *T Test; *Wilcoxon
Matched Pairs Signed Ranks Test

Monte Carlo methods were employed to assess the relative power of the paired samples t test and Wilcoxon's signed-ranks test under ten population shapes. Results of the study indicated that: (1) each of the two statistics was more powerful than the other in given situations; (2) the power advantages of the t test under normal theory were small; (3) in the nonnormal situation the t test never attained more than modest advantages over the Wilcoxon test; (4) the Wilcoxon test was not only more often the more powerful test, but in those situations where it was more powerful, it was often vastly so; and (5) the magnitude of the Wilcoxon's power advantage often increased with increases in sample size. It was concluded that, insofar as these two statistics are concerned, the often repeated claim that parametric tests are more powerful than nonparametric tests is not justified. (Author)

ED 275 722 TM 860 636

Centra, John A.
Colleague Evaluations: The Critical Link.

PUB DATE- Apr 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Faculty; *Evaluation Methods; Evaluation Problems; Higher Education; Holistic Approach; Observation; *Peer Evaluation; *Teacher Evaluation; Weighted Scores

Although college faculty may hesitate to evaluate each others' teaching, it is a sensible alternative to evaluation by students or by administrators. Peer evaluations are not only useful for improving teaching, but also affect promotion and tenure decisions. When faculty are rated by observation, repeated visits and rater training are required in order to insure reliability. A qualitative approach, involving descriptions of classroom instruction based on the observer's perceptions, is preferred. Rating scales may be useful in assessing the appropriateness of course objectives, value of instructional materials, student achievement, and teacher's knowledge of subject matter. One college uses a Committee on Teaching to evaluate teaching performance. In addition to reviewing materials presented by the instructor and describing classroom observations, the committee interviews both former and current students. Another approach to teacher evaluation, which is used by very few institutions, is a variable weight approach. Faculty members select, in advance, an area of their performance--research, teaching, or service--which would be given extra weight during that evaluation year. (GDC)

ED 275 766 TM 860 684

Strahan, David B.
A Developmental Analysis of Formal Reasoning in the Middle Grades.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Eastern Educational Research Association (Miami Beach, FL, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Abstract Reasoning; Adolescents; *Chronological Age; Cognitive Development; *Cognitive Tests; Critical Thinking; *Formal Operations; *Instructional Program Divisions; Intermediate Grades; Junior High Schools; Piagetian Theory; Preadolescents
IDENTIFIERS- Arlin Test of Formal Reasoning; *Reasoning Tests

This paper reviews some literature on the emergence of formal reasoning and reports a study of reasoning performance of 213 middle grade students in relationship to grade level and chronological age. While a number of large-scale studies have indicated that formal reasoning emerges in a regular progression across age ranges and grade levels, few researchers have analyzed the role of chronological maturation with smaller, school-related populations. Results of this investigation with such a population reveal no significant associations between chronological maturation and reasoning performance. These findings underscore the complexity of reasoning development and suggest a need for middle grades educators to avoid global generalizations regarding such development. (Author/JAZ)

ED 275 780 UD 025 197

Gezi, Kal
The Role of Leadership in Compensatory Schools.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 17-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Compensatory Education; *Disadvantaged Environment; Elementary Education; Instructional Leadership; *Leadership; Organizational Objectives; *Participative Decision Making; *Principals; School Administration; *School Effectiveness

Leadership is an interpersonal influence, exercised in a given situation and directed, through the communication process, toward the attainment of a specified goal or goals. Good leadership is the significant factor which makes compensatory schools effective. In order to improve instruction, superintendents, school boards and principals should: (1) develop a positive attitude toward compensatory education and the students that it attempts to serve; (2) understand and appreciate cultural pluralism and be committed to the goal of helping each student to succeed in school; (3) encourage schools to develop a shared leadership style in which various administrators and teachers work collaboratively as a team to achieve the agreed-upon goals of the school; (4) initiate an ongoing process of staff development to help the team members accomplish their tasks more effectively; (5) develop the strategies and flexibility to help students, teachers and administrators fulfill the institutions' expectations; and (6) marshal the available resources to achieve the group's goals. (PS)

ED 275 794 UD 025 217

Initiative to Improve the Education of Disadvantaged Children.
Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
PUB DATE- 18 Feb 86
NOTE- 21p.; Prepared by the Chapter I Project. For related document, see UD 025 221.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Elementary Education; Exceptional Persons; *Language Acquisition; Learning Problems; *Parent Participation; *Reading Improvement; Reading Instruction; *Remedial Reading; Study Skills
IDENTIFIERS- *Danville Public School District IL; Education Consolidation Improvement Act Chapter 1

The Danville, Illinois, District #118 Chapter 1 program is described in terms of: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods and approaches; (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewarding and recognizing excellence; (15) using evaluation results for project improvement. The district's test results using the Gates-MacGinitie reading test are discussed. (PS)

ED 275 600 SO 017 647

Traviss, Mary Peter
Student Moral Development in the Catholic School. NCEA Keynote Series No. 6.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholics; *Catholic Schools; Elementary Secondary Education; *Ethical Instruction; Ethics; Learning Strategies; *Moral Development; Private Education; Religious Education; School Role; Teacher Role; *Teaching Methods; Value Judgment; Values; Values Education
IDENTIFIERS- *Kohlberg (Lawrence); Moral Reasoning

The booklet discusses the concept of moral education as both a complex and composite phenomenon and as an important aspect of the student's education in Catholic schools. The aim of the discussion reveals a universal expectation that the Catholic school will be and must be an instrument of moral education. Relying mostly upon Kohlberg's work in moral development, the book's five chapters consider the roles and qualities of the Catholic school teacher in fostering the moral growth of the student by way of integrative approaches. The educational practices and conditions which contribute to a supportive environment are examined and four suggestions for effective teaching strategies (role playing, puppets, creative writing, and individualized reading) are offered. The chapters include: "Moral Education as a Variety of Educational Approaches"; "Climate and Atmosphere of the Classroom"; "The Role of the Teacher"; "Teaching Strategies"; and "Formation of Conscience." Each chapter contains a summary and suggested readings. Two sections include resources and suggestions for using the booklet. Three appendixes are also included: resources for moral dilemmas; moral development/reasoning diagrams; and a dilemma problem. (TRS)

ED 275 615 SO 017 708

Lee, Helen C.

Ten Tips from George.

PUB DATE- Nov 86

NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Current Events; Elementary Secondary Education; *Learning Activities; Learning Strategies; Political Science; *Social Studies; Teacher Education; United States Government (Course); United States History; World Affairs; World History
IDENTIFIERS- *Washington (George)

The paper describes a current events lesson based on an editorial which quoted 10 tips from George Washington and suggested that a review of Washington's statements might be useful in making judgments about current national issues. Used in United States history, world history, and government classes, adaptation and revision of the tips lead students to gather information and evaluate the tips through primary and secondary sources. Washington's tips relate to issues of defense preparation, international relations, education, the arts, the sciences, moral values, land use, and federal-state relations. Analysis indicates that this format connects historical foundations with current happenings for a sense of sequence and stimulates insight into political, cultural, economic, and social roots. (TRS)

ED 275 630 SP 028 127

Widmer, Connie Carroll
Software in the Classroom: The Teacher as Judge.
PUB DATE- Nov 84

NOTE- 21p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (9th, Orlando, FL, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Educational Games; Elementary Secondary Education; *Instructional Material Evaluation; Learning Activities; *Microcomputers; *Programed Instructional Materials; Programed Tutoring

This paper discusses the types of computer software that are most effective in a classroom. Detailed descriptions are given of: (1) drill and practice programs; (2) tutorials; (3) simulations; and (4) games and problem-solving software. The effectiveness of each is discussed as well as the characteristics of a good program of its genre. An example of how each program operates is given and the academic benefits are considered. The principles and examples of these programs offer guidelines for teachers in selecting good educational software for the classroom. (JD)

ED 275 737 TM 860 651

Warm, Ronnie; And Others
On-the-Job Training: Development and Assessment of a Methodology for Generating Task Proficiency Evaluation Instruments.
Applied Science Associates, Inc., Valencia, Pa.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-86-22
PUB DATE- Sep 86
NOTE- 144p.
CONTRACT- F33615-82-C-0004
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Correlation; Data Collection; *Evaluation Methods; Generalizability Theory; Job Performance; *Military Training; *On the Job Training; Postsecondary Education; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- T Test

This document describes the development and assessment of a methodology for generating on-the-job-training (OJT) task proficiency assessment instruments. The Task Evaluation Form (TEF) development procedures were derived to address previously identified deficiencies in the evaluation of OJT task proficiency. The TEF development procedures allow subject-matter experts (SMEs), without experience in assessment methodology, to construct task proficiency assessment instruments which can be used by OJT supervisors to assess trainee proficiency at specific tasks. The reliability and validity of the procedures and of the forms resulting from procedural application were examined in two Air Force career fields (Aircraft Maintenance and Security Police/Law Enforcement). The results of the procedural assessment indicated that SMEs could reliably apply the development procedures to construct TEFs which accurately and completely depict the critical aspects of task performance. The operational assessment demonstrated that evaluator subjectivity in the assignment of end scores and pass/fail decisions is minimized when TEFs are used. In addition, it was shown that evaluations conducted with TEFs provide end scores and pass/fail decisions which accurately reflect the number and types of errors detected in task performance. The combined results of the two assessments demonstrate the potential of the TEFs in the OJT environment. This document includes an overview of the theoretical approach and detailed descriptions of the assessment methodologies and results. The final section of this document contains recommendations for the integration of the TEF development procedures and the TEFs into the OJT environment. (Author)

ED 275 664 SP 028 250

Bey, Theresa M.
Setting Professional Goals: Causing Teachers To Want Inservice Education.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Planning; Elementary Secondary Education; *Inservice Teacher Education; *Needs Assessment; *Professional Development; *Self Evaluation (Individuals); Teacher Effectiveness; Teacher Role
IDENTIFIERS- *Complete Procedural Review

Since the major intent of inservice education is to enrich and modify the efforts of every teacher, guidelines are essential. One specific goal-setting process designed for any teacher to conduct a self-assessment of teaching and non-teaching responsibilities is the Complete Procedural Review (CPR). This instrument sets forth teachers' duties and responsibilities in nine different categories: (1) classroom climate; (2) corrective curricula; (3) complimentary communication; (4) planned progress; (5) particular methods; (6) productive performance; (7) reflective thinking; (8) reliable teaching aids; and (9) relevant inservice training. Questions that will guide the teacher's thinking and assessment of individual goals and priorities are outlined for each of these categories. (JD)

ED 275 679 SP 028 325

Corcoran, Thomas B.; Wilson, Bruce L.
The Search for Successful Secondary Schools: The First Three Years of the Secondary School Recognition Program.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-86-300
PUB DATE- Oct 86
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; *Educational Quality; *Institutional Characteristics; School Community Relationship; *School Effectiveness; School Organization; School Role; Secondary Education; *Secondary Schools; Student Behavior; Teacher Effectiveness
IDENTIFIERS- *Secondary School Recognition Program

The 571 secondary schools selected by the United States Department of Education for recognition as exemplary institutions represented urban, suburban and rural communities. The proportions of minority students were not markedly different from the national distribution, nor did the socio-economic status of families with students differ greatly from national statistics. Outstanding characteristics of these schools included: (1) they tended to have larger enrollments than secondary schools in the nation as a whole; (2) there were almost as many newly appointed principals as experienced principals in the schools; (3) there were no significant increases in graduation requirements; (4) none of the schools reported attendance below 90 percent; and (5) more schools encouraged students to pursue higher education than high schools nationally. The recognized schools had unusual strengths in the areas of: (1) student discipline; (2) extracurricular participation; (3) recognition of student behavior and performance; (4) school climate; (5) rates of student and teacher attendance; (6) attention to academic learning time; (7) teacher efficacy; and (8) community support. This report presents an overview of the Secondary School Recognition Program and discusses the characteristics of the selected schools and the attributes and dynamics of their successful programs, as well as the challenges they represent for educational policymakers in raising the standards and performance of secondary schools nationwide. (JD)

ED 275 694 TM 860 569

Zwick, Rebecca
Some Properties of the Pearson Correlation Matrix of Guttman-Scalable Items.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-11
PUB DATE- Mar 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; Difficulty Level; Item Analysis; Latent Trait Theory; Mathematical Models; *Matrices; *Measurement Techniques; Psychometrics; Response Style (Tests); *Scaling; Scoring; Statistical Studies; Test Items; *Test Theory
IDENTIFIERS- Dichotomous Variables; Eigenvalues; *Guttman Scales; *Pearson Product Moment Correlation

Although perfectly scalable items rarely occur in practice, Guttman's concept of a scale has proved to be valuable to the development of measurement theory. If the score distribution is uniform and there is an equal number of items at each difficulty level, both the elements and the eigenvalues of the Pearson correlation matrix of dichotomous Guttman-scalable items can be expressed as simple functions of the number of items. Even when these special conditions do not hold, the values of the correlations can be computed easily by assuming a particular score distribution. These findings are useful in conducting research on the properties of scales. (Author)

ED 275 586 SO 017 566

Ford Foundation Support for the Arts in the United States.
Ford Foundation, New York, N.Y.
PUB DATE- Aug 86
NOTE- 39p.
AVAILABLE FROM- Ford Foundation, 320 East Forty Third Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art; Arts Centers; Cultural Activities; Cultural Centers; Cultural Differences; *Cultural Enrichment; Cultural Pluralism; *Endowment Funds; *Fine Arts; Philanthropic Foundations
IDENTIFIERS- Diversity (Groups); *Ford Foundation; *Pluralism

The report discusses the Ford Foundation's support for the arts in the United States since 1981. The premise upon which the Foundation provides such support is that the arts provide an immediate and intense means of communication, both in the present and across the centuries. A potent reflector and interpreter of values, art illuminates the present and reinterprets the past such that a nation can see itself more clearly and better explore the world around it. The report describes an arts program which reflects the Foundation's sensitivity to the needs of the arts in this country. The program consists of three interrelated areas of interest: (1) the creation of new performing art; (2) the strengthening of minority arts and arts institutions through pluralism and diversity; and (3) the documentation of cultural heritage. The role of independent foundation support of the arts is discussed, and measures are outlined through which the Foundation aims to stimulate creativity, enhance the quality of art, and increase access to the arts. Specific discussion of arts organization and their funding includes consideration of how individuals, corporations, government, and the marketplace, as well as foundations, all contribute to the support of the arts. (TRS)

Nelson, Jack L.
Academic Freedom in Social Education: An Australian Perspective.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Educational Environment; Foreign Countries; *Intellectual Freedom; Personal Autonomy; Political Attitudes; Politics of Education; *Professional Autonomy; Secondary Education; *Social Sciences; Teaching Conditions
IDENTIFIERS- *Australia

Academic freedom for precollegiate teachers in the United States is less clear than that expressed and confirmed in law and custom for college faculties. The question studied was how academic freedom is perceived in theory and practice by secondary school teachers outside of the United States. The interview schedule was modeled after schedules used in interview studies in secondary schools in New Jersey, California, and Cambridge, England. This study involved nine social studies teachers in a suburban secondary school near Perth, Australia. The responses found that Australian and United States teachers were essentially similar in their views of academic decision-making, their own academic freedom, and the kinds of restrictions on topics. United States respondents consistently identified other teachers as more conservative than themselves, regardless of their self-identification on a spectrum. The Australian respondents, however, identified other teachers as having more liberal political views than their own. There was a general feeling among Australian respondents that academic freedom for teachers was not an issue. United States interviewees in previous studies were much more sensitive to local politics, parent groups, and incidents where academic freedom had been compromised by administrators or boards. Interviewees were also questioned concerning the length of their teaching experience, subjects of preparation, and current teaching subject. (BZ)

ED 275 631 SP 028 161

Daugs, Donald R.; Cazier, Calvert F.
Bits & Bytes of Dental Health. Teaching Dental Health in the Classroom.
Utah State Dept. of Health, Salt Lake City. Family Services Div.
PUB DATE- 86
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Dental Health; Dentistry; Elementary Education; *Health Education; Hygiene; *Learning Activities; Physical Health

Instructional activities in this manual are designed for integration into the existing curriculum framework for health education. The activities are organized in sections corresponding to major topics. Each section begins with background information intended to provide content background for the teacher. Each activity includes a curriculum framework reference, a title, intended grade level, and a materials/preparation section. The procedure for each activity includes a brief description of the instructional methods employed. The following major topics are covered: (1) the mouth; (2) organisms in the mouth; (3) tooth development; (4) tooth decay; (5) preventing decay problems; (6) preventing periodontal diseases; (7) smokeless tobacco; (8) malocclusions; (9) accidents; (10) dental history; and (11) dental professionals. The appendices provide a glossary, a curriculum framework, and a list of activities by grade, indexed to the main body of the document. (JD)

Adachi, Mitsuo
Teacher Testing and the Pacific Areas.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 18p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Minimum Competency Testing; Teacher Background; *Teacher Certification; Teacher Characteristics; *Teacher Evaluation; Test Selection
IDENTIFIERS- *Pacific Islands; *Teacher Competency Testing

The purpose of this paper was to ascertain in some measure the direction teacher testing may take in the Pacific Area states other than Guam and Hawaii. Guam and Hawaii have installed teacher testing programs and have clearly established certification requirements that make it mandatory for teacher applicants to have baccalaureates. The other Pacific Area states have many teachers teaching without baccalaureates. The Pacific Area states include Polynesia (Hawaii and American Samoa), Micronesia (Federated States of Micronesia--Kosrae, Ponape, Truk, Yap-Palua and the Marshalls), and the Marianas (Guam and Saipan). The educational system in these jurisdictions is patterned after that of the United States.

Discussions are presented on the following topics: (1) educational backgrounds of teachers in the Pacific Area states; (2) teacher reaction to testing; (3) social and political pressures for quality education; (4) the relationship between quality teaching and educational background; (5) the relationship between teacher salaries and teacher testing; and (6) what type of tests would be most effective. (JD)

ED 275 709 TM 860 620

Jannarone, Robert J.
Conjunctive Item Response Theory Kernels.
South Carolina Univ., Columbia. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-86-1
PUB DATE- 15 Aug 86
NOTE- 45p.
CONTRACT- N00014-86-K00817
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; Equations (Mathematics); Estimation (Mathematics); *Hypothesis Testing; *Latent Trait Theory; *Mathematical Models; Statistical Studies; *Test Construction; Test Items
IDENTIFIERS- Configural Scoring Method; *Rasch Model

Conjunctive item response models are introduced such that (a) sufficient statistics for latent traits are not necessarily additive in item scores; (b) items are not necessarily locally independent; and (c) existing compensatory (additive) item response models including the binomial, Rasch, logistic, and general locally independent model are special cases. Simple estimates and hypothesis tests for conjunctive models are introduced and evaluated as well. Conjunctive models are also identified with cognitive models that assume the existence of several individually necessary component processes for a global ability. It is concluded that conjunctive models and methods may show promise for constructing improved tests and uncovering conjunctive cognitive structure. It is also concluded that conjunctive item response theory may help to clarify the relationships between local dependence, multidimensionality, and item response function function form. (Author)

Hess, Anne C.; Lockwood, Robert E.
The Relationship of a Basic Competency Education Program to Overall Student Achievement: A State Perspective.
PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Competency Based Education; Elementary Secondary Education; *Minimum Competency Testing; Norm Referenced Tests; *Program Effectiveness; School Surveys; Scores; State Norms; State Programs; *Testing Programs
IDENTIFIERS- *Alabama; *Alabama Basic Competency Tests; California Achievement Tests; Normal Curve Equivalent Scores

The effect of a basic competency education program on the achievement of high, average, and low-achieving students was examined for the Alabama Basic Competency Education program (BCE). California Achievement Tests scores in reading, mathematics, and language were examined for 3 years prior to initiation of the BCE program and for 3 years afterward. Three analyses were conducted: (1) statewide achievement levels, in terms of normal curve equivalents (NCE), were analyzed before and after BCE; (2) school systems were categorized as high-achieving, average-achieving, or low-achieving, and NCEs were analyzed for each type of system before and after BCE; and (3) individual students classified as above average, average, or below average were analyzed for 3 years following BCE. CAT scores for 1974-1976 represented the achievement levels prior to BCE while 1981-1983 scores represented achievement levels after BCE; data were not available for 1977-1978 and 1979-1980, which were considered to be transitional implementation years. Results indicated significant improvement in student achievement concomitant with the initiation of the BCE program, especially for the first and second analyses. The third analysis indicated decreasing achievement from 1981 to 1983 and an increase from 1983 to 1984. (GDC)

ED 275 752 TM 860 669

Rogers, Bruce G.
Time Series ARIMA Models of Undergraduate Grade Point Average.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Estimation (Mathematics); *Grade Point Average; Higher Education; *Mathematical Models; *Regression (Statistics); Statistical Studies; Undergraduate Students
IDENTIFIERS- Autocorrelation; *Auto Regressive Integrated Moving Average; *Time Series Analysis

The Auto-Regressive Integrated Moving Average (ARIMA) Models, often referred to as Box-Jenkins models, are regression methods for analyzing sequential dependent observations with large amounts of data. The Box-Jenkins approach, a three-stage procedure consisting of identification, estimation and diagnosis, was used to select the most appropriate stochastic model for describing undergraduate grade point average. The findings, based on a half-century of data from two universities, showed that meaningful mathematical models can be created to describe the time series of changes in the yearly grade point average. The models are tentative because of the small number of available observations and their relative complexity. A mathematical description of the time series of grades is complex enough to suggest that no simple answer may suffice. The data appears to be best modeled by an approach that postulates random shocks persisting for only a finite time, yet each of which can be represented as an exponentially weighted average of all previous observation. (JAZ)

ED 275 767 TM 860 685

Strahan, David B.; O'Sullivan, Rita

Cognitive Reasoning as a Determinant of Achievement Test Scores in the Middle Grades.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Academic Achievement; *Academic Aptitude; *Achievement Tests; Age; Aptitude Tests; Cognitive Ability; *Cognitive Development; Cognitive Tests; *Formal Operations; Instructional Program Divisions; Intermediate Grades; Junior High Schools; Multiple Regression Analysis; Piagetian Theory; Sex; Standardized Tests
IDENTIFIERS- Arlin Test of Formal Reasoning; California Achievement Tests; *Reasoning Tests; Scholastic Aptitude Test

The purpose of this study was to examine for the middle grades how students' cognitive reasoning level contributes to the variability of their achievement test performance. While previous investigations have indicated that measures of reasoning development are associated with measures of achievement, few such studies have attempted to control for differences in scholastic aptitude. In this particular investigation, the performance of 213 middle grades students on a test of formal reasoning was analyzed in relationship to scores on tests of achievement and scholastic aptitude. Results support cognitive reasoning as a significant determinant of achievement test performance when considered alone but not when controlling for scholastic aptitude. Results suggest that performance on reasoning tests is related to performance on achievement tests in a fashion very similar to performance on scholastic aptitude tests. Results further encourage middle grades educators to consider students' levels of reasoning when planning instruction. (Author/JAZ)

ED 275 795 UD 025 218

Initiative to Improve the Quality of Chapter 1 Projects. E.C.I.A. Chapter 1 Program.

Bellingham Public Schools, WA.

PUB DATE- Sep 85

NOTE- 29p.; Pages 13, 14, 27 and 28 contain marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Compensatory Education; *Educationally Disadvantaged; Elementary Education; *Exceptional Persons; Individualized Education Programs; Language Acquisition; Learning Problems; Parent Participation; *Reading Improvement; *Remedial Reading

IDENTIFIERS- *Bellingham Public Schools WA; Education Consolidation Improvement Act Chapter 1

The Bellingham, Washington, Public Schools K-8 Chapter 1 Reading Program attempts to develop an enthusiastic and growing interest in reading, and to help each child work toward his or her potential through effective reading. The program is described in terms of the following: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods and approaches; (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewarding and recognizing excellence; (15) using evaluation results for project improvement. Two other programs under Chapter 1 are briefly described: the Neglected and Delinguent Program and the Chapter 1 KIDS (Kindergarten for Individual Developmental Success). (PS)

Smith, James P.
The Wage Gap and Comparable Worth.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-P-7126

PUB DATE- Jul 85
NOTE- 12p.; Testimony given to invited members of the Senate Staff (Washington, DC, March 26, 1985).
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparable Worth; *Employed Women; Employment; Employment Experience; Employment Practices; *Females; Higher Education; Salaries; *Salary Wage Differentials; Sex Bias; *Wages

The typical working woman is thought to make 60% of a man's wage, despite increased job skills. Facts prove this perception incorrect. Lack of progress is an artifact of changing labor market characteristics associated with the rapid growth in the numbers of women in the labor market. Low skills, low wage female entrants tend to hold down the otherwise upward trend for women. Overall women now possess increased skills causing women's wages to grow 20% faster than men's wages. Instead of measuring wages of just female workers, the total female population should be measured. This shows substantial progress toward wage equity. This is due to the accumulation of labor market experience by women; a trend that will continue in the foreseeable future. Because of this optimistic projection for women, implementing comparable worth legislation is wrong. It will reduce employment and national income, and create more costly products. (APG)

ED 275 665 SP 028 251

Lumpkins, Bob; Parker, Fred R.
The Inservice Roles Fulfilled by Campus Laboratory Schools.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Demonstration Centers; Educational Research; *Experimental Schools; Higher Education; Information Dissemination; Inservice Teacher Education; *Laboratory Schools; School Effectiveness; *School Role

The major problem investigated in this study focused on the views of principle administrators of the state departments of education (SDE) toward the service roles of campus laboratory schools. A secondary problem investigated concerned the comparison of the perceptions of SDE administrators when categorized according to their regional accrediting affiliation. In addition to the fifty SDEs, opinionaires were sent to Puerto Rico, Guam, the Virgin Islands, and the District of Columbia. A total of 51 responses were received. The SDE administrators indicated that the most important role fulfilled by campus laboratory schools was that of a demonstration school for program development. Additional service roles of high importance were those of the laboratory school as a demonstration school for schools and school systems and the laboratory as a source for inservice education. Other service roles were noted: as a dissemination agency for curricular and instructional methods; fulfilling leadership roles in the school disciplines; and as an agency for disseminating instructional methods and strategies. There was little difference between the overall rating of SDE administrators in the North Central, Southern, and Middle States regional accrediting associations. Respondents in the Northwest region rated the service roles lower than did respondents in the other three. (JD)

ED 275 695 TM 860 570

Eignor, Daniel R.; Stocking, Martha L.

An Investigation of Possible Causes for the Inadequacy of IRT Pre-equating.

Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-14
PUB DATE- Apr 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *Equated Scores; Higher Education; *Latent Trait Theory; Mathematical Models; *Mathematics Tests; *Measurement Techniques; Research Methodology; Scaling; Standardized Tests; Statistical Studies; Test Items; *Test Theory
IDENTIFIERS- Calibration; LOGIST Computer Program; *Scholastic Aptitude Test; *Three Parameter Model

A previous study of pre-equating the Scholastic Aptitude Test (SAT) using item response theory provided unacceptable equating results for SAT-mathematical data. The purpose of this study was to investigate two possible explanations for these unacceptable pre-equating results. Specifically, the calibration process, which made use of the three-parameter model and LOGIST, and the linking procedure used to place parameter estimates on the same scale were further investigated in a two stage process to see if either was responsible for the poor IRT pre-equating results found for the SAT-mathematical data in the previous study. (Author)

ED 275 781 UD 025 198

Escutia, Marta
Hispanic Youth: Obstacles to Labor Market Success. An Overview of the Job Training Partnership Act and Its Effects on Hispanic Youth. Perspectivas Publicas Issue Brief.
National Council of La Raza, Washington, D.C.
PUB DATE- May 86
NOTE- 12p.
AVAILABLE FROM- National Council of La Raza, 20 F Street, N.W., 2nd Floor, Washington, DC 20001 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Dropout Programs; Economically Disadvantaged; Employment Programs; Federal Programs; *Hispanic Americans; *Job Training; On the Job Training; Secondary Education; *Work Experience Programs; *Young Adults; Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

Several independent analyses of the Job Training Partnership Act (JTPA) indicate that it has achieved mixed results and has failed to effectively serve disadvantaged youth and school dropouts. It can only offer short-term, low-cost programs, and has difficulty in attracting youths. The number of dropouts being served is declining. The legislation's effectiveness is also undermined by its limited supportive services and the elimination of training stipends. Work experience programs, combined with remedial education and job placement, have had a positive long-term impact on disadvantaged youth, but further budget cuts will cripple those JTPA services. Minority workers in the 16-24 age group will account for an increasingly larger segment of the future labor force. Hispanics, the nation's youngest major subpopulation, not only have a higher fertility rate than Whites or Blacks, but they also have the highest secondary school dropout rate in the country. This means they will suffer a disproportionate impact if adequate employment and training services are not available to them. Already the increase in numbers of employed Hispanics has become less rapid than the pace of their population growth. To cope with these problems, the JTPA must be capable of training the present and future labor supply and stimulating labor market demand. (PS)

ED 275 680 SP 028 328

Gray, Howard, Ed.
Proceedings of the Intermountain Leisure Symposium (7th, Ogden, Utah, November 20, 1986).
Weber State Coll., Ogden, Utah.
PUB DATE- 20 Nov 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Exercise; *Leisure Time; Management Systems; Marketing; *Parks; Physical Fitness; *Program Development; *Recreation; *Research Projects

This publication contains 24 invited papers on leisure, parks and recreation issues. The papers include professional perspectives that range from the hands-on practical issues to innovative research projects and practical program developments that were prepared especially for the symposium. Among the papers included are: (1) "A Professional Paradox: Stress, Mediation and Recreation (Larry Beck); (2) "Physiological Change and Effects of Exercise on the Aged" (Jess Caudillo); (3) "A Consumer's Guide to Exercise Classes" (Utah Governor's Council on Health and Physical Fitness); (4) "Motivating Employees: Do You Have a Productivity Disease?" (Dale Cruse, Donna Thorson); (5) "Recreators: The Key to Fitness Compliance?" (Steven Dunn); (6) "Private Foundation Grant Writing" (Craig W. Kelsey); (7) "Recreation and Health Styles" (Mike Vandergriend, Jeri Muse); (8) "Marketing: Using Data to Tell the Park, Recreation and Leisure Services Story Persuasively" (Larry Neal); (9) "National Community Education Association Membership Survey: Basic Demographics" (Burton Olsen); (10) "Marketing Audiences for National Park Concessionaries" (Donald W. Wardner); and (11) "An Area Realignment Study of Virginia Special Olympics" (Joseph L. Wilson). (JD)

ED 275 710 TM 860 621

Mathematics, Basic Writing Skills in the Language Arts, Reading. Connecticut Basic Skills Proficiency Test 1985-86. Summary and Interpretations.

Connecticut State Board of Education, Hartford.

PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *Basic Skills; *Cutting Scores; *Diagnostic Tests; Grade 9; Language Arts; Mathematics Skills; Minimum Competency Testing; Reading Skills; Remedial Programs; Scores; Secondary Education; *State Programs; State Standards; Test Construction; *Testing Programs; Trend Analysis; Writing Skills
IDENTIFIERS- Connecticut; *Connecticut Basic Skills Proficiency Test; Connecticut Educational Evaluation Remedial Assist

Connecticut's Basic Skills Proficiency Test, administered for the sixth time in October 1985, measures reading, language arts, mathematics, and writing skills. The test was intended to identify students who require further diagnosis and remediation in order to participate successfully in ninth grade classes. Results indicated that over 90 percent of the examinees scored at or above the Statewide Level of Expected Performance (SLOEP) for the second consecutive year. Mathematics showed the greatest improvement over the previous year in average score, although there continues to be an indication of greater need in mathematics. The average score and the percent at or above SLOEP were substantially higher than the figures for the 1980 test administration. The 1985 performance of urban students improved from the previous year in mathematics, language arts, and writing. The percent meeting or surpassing SLOEP also improved since 1980, with a 34 percent gain in mathematics. Of a total of 5,790 students in possible need of remedial assistance, 3,711 or 64 percent fell below SLOEP on only one subtest. Large cities had the highest percentage of students (37 percent) needing remedial assistance. (This booklet contains a description of the testing program, graphs, data tables, and holistically scored writing samples.) (Author/GDC)

ED 275 738 TM 860 652

Provincial Report. Grade 12 Diploma Examinations, June 1986 Administration. Student Evaluation.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

PUB DATE- Sep 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Biology; Chemistry; English; Equivalency Tests; Foreign Countries; Grade 12; *Graduation Requirements; Multiple Choice Tests; Physics; *Scores; Secondary Education; Social Studies; *State Programs; *Student Evaluation; *Testing Programs
IDENTIFIERS- Alberta; Canada; *Provincial Examinations

The Grade 12 Diploma Examination Program, an integral part of high school diploma requirements, is intended to develop and maintain excellence in educational standards through certification of academic achievement. It consists of course-specific examinations that are based on the prescribed Program of Studies for Senior High Schools for the following courses: English 30, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30. This report contains the statistical summary of the provincial results for June 1986. Letter grade distribution, averages, and standards deviations for school-awarded, diploma examinations, and final blended marks are provided. Diploma examination results are presented separately for written response, multiple-choice, and selected reporting categories. Examination blueprints, which form the basis for reporting categories are included. (JAZ)

ED 275 796 UD 025 219

Manning, Wallace S.
Idaho Falls School District No. 91: Chapter 1--Education Consolidation and Improvement Act.
Idaho Falls School District 91, Idaho.
PUB DATE- Jan 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Compensatory Education; Elementary Secondary Education; *Exceptional Persons; Individualized Education Programs; Parent Participation; *Reading Improvement; *Remedial Mathematics; *Remedial Reading; Skill Development; Study Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Idaho (Idaho Falls)

The Idaho Falls School District No. 91 has developed a Chapter 1 program designed to excite children about learning, supplement basic skills, improve self-image and prove that measureable achievement is possible. It provides reading and mathematics services in target schools, and involves parents as much as possible. The instructional model used is determined by the needs of the student. The main goal is to increase students' basic understanding rather than provide additional paper and pencil drill. Selection of students is based on test results, teacher recommendation and other school records. An explanation of specific features of the program is included in this report. The project, which has proved to be very effective, is formally evaluated annually, and informal evaluations are ongoing. (PS)

ED 275 587 SO 017 594

Dewey, Donald O.
Friends to the End: "The New York Times" and the Soviet Union, 1943-1945.
PUB DATE- 86
NOTE- 33p.; For a related document, see SO 017 595. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Foreign Countries; *International Relations; *Journalism; *Press Opinion; *Public Opinion; *War
IDENTIFIERS- *New York Times; *USSR; World War II

From 1939 to 1943 the United States went from a period of total opposition to the Soviets to a gradual acceptance of its new ally. The "New York Times" editorial page shared in this trend: moving cautiously from complete rejection of the Soviets to acceptance of the Russian people, next the Red Army, and finally the Soviet government. The "Times" was probably no more naive, no more idealistic, and no more expedient than any other leading newspaper in this country. Yet it provides a sample case study of the build-up of United States-Soviet cordiality. Post-war reaction against the Soviet Union would have been less intense if it had been based upon a more realistic foundation. An artificial Soviet Union had been created--a Soviet Union which was capitalistic, nationalistic, and religious. When the war ended and the Soviet policy was redirected, many realized that Stalin's ideas were no more amenable to western democracy than were Lenin's ideas. The judgments of the "Times," first in its attacks and later in its acceptance of the Soviet Union, were only a reflection of the judgments of the people of the United States in international affairs. (BZ)

ED 275 632 SP 028 166

Corrigan, Dean
Agenda for Educational Reform.
Texas A and M Univ., College Station. Coll. of Education.
PUB DATE- 5 Sep 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Admission Criteria; *Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Development; Schools of Education; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Holmes Group; *Texas A and M University

This report presents an overview of educational reform proposed by several national reports before focusing specifically upon the Holmes Group goals for transforming teacher education. These goals are to: (1) make the education of teachers intellectually more solid; (2) recognize differences in teachers' knowledge, skill, and commitment in their education, certification and work; (3) create standards of entry to the profession--examinations and education requirements--that are professionally relevant and intellectually defensible; (4) connect colleges with schools; and (5) make schools better places for teachers to work and learn. Each of these goals is discussed in the light of what will actually be required in the way of action and implementation in schools of education. The response of the Texas A&M College of Education (a member of the Holmes Group) to the proposed reform agenda is described. A 6-year program already implemented is described, and future plans and possible difficulties are discussed. A three-page list of references concludes the document. (JD)

ED 275 649 SP 028 228

Ben-Peretz, Miriam; Halkes, Rob

How Teachers Know Their Classrooms: A Crosscultural Study of Teachers' Understanding of Classroom Situations.

PUB DATE- Apr 86

NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Environment; *Cultural Background; Elementary Secondary Education; Evaluative Thinking; Foreign Countries; *Inferences; *Nonverbal Communication; Student Behavior; *Teacher Attitudes; Teacher Behavior

IDENTIFIERS- *Israel; *Netherlands

Teachers' knowledge and understanding of classrooms is perceived in this study in terms of interpretation of non-verbal and situational cues. Two sets of videotapes of classroom episodes were prepared, one in Hebrew and one in Dutch. These tapes were viewed by Israeli and Dutch teachers in cross-cultural settings. Teachers responded in writing and in group discussions to questions about the perceived nature of the viewed episodes and commented on the cues on which their interpretations were based. Analysis of written responses and protocols of discussions yielded insights into the nature of teachers' cues and the interpretation process in the two cultures. On the basis of the data collected, it appeared that teachers use personal cues, part of their personal knowledge, to infer classroom meanings in cross-cultural settings. The different cues used by individual teachers represented their personal knowledge and were shaped by their own experience. (Author/JD)

ED 275 724 TM 860 638

Kean, Michael H.
Testing and the Curriculum: A Publisher's Perspective.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; Curriculum; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Needs; Marketing; Measurement Objectives; *Norm Referenced Tests; Participant Satisfaction; Standardized Tests; Testing Problems; *Test Selection; Test Validity
IDENTIFIERS- Curricular Validity; *Test Publishers

The publisher's perspective of testing and the curriculum can be described in terms of the criteria for selecting norm-referenced standardized achievement tests: (1) market need--what the customer needs and wants; (2) product match--whether the product neets the need; (3) distribution--whether or not the product can be sold; and (4) end user satisfaction--whether the end user, not necessarily the purchaser, is satisfied. Other issues include definitions of the need, the customer, the real end user, and the product; and how to determine satisfaction. In previous years, testing or research directors typically purchased tests; now offices of curriculum and instruction play a major role. As a result, many school districts are calling for curriculum-referenced nationally normed tests. In most cases, the teacher is the end user of the information provided about the student. It is difficult for a test of reasonable length to match all curricula, since special curriculum contents such as local history are common. Limited budgets may result in purchase of an inadequate customized test matching only part of the curriculum. Ways to measure user satisfaction include the absence of complaints and the usefulness of tests for improving instruction. (GDC)

ED 275 753 TM 860 670

Research in Retrospect, Fiscal Years 1981 and 1982. Seventh Annual Report of the National Council on Educational Research.
National Council on Educational Research (NIE), Washington, DC.
PUB DATE- 84
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Contracts; *Educational Improvement; Educational Needs; *Educational Research; Equal Education; *Federal Programs; *Government Role; Grants; Politics of Education; Research Administration; *Research Problems; Research Projects; School Desegregation
IDENTIFIERS- *National Institute of Education

This report presents the findings of the National Council on Educational Research, appointed by President Reagan during the fiscal year 1983 to review the National Institute of Education's (NIE's) 1981-82 grant and contract awards. NIE was established by the General Education Provisions Act of 1972. Part one of this report describes the seven topical areas of research defined in the law (basic educational skills--reading and mathematics; finance, management, and productivity; equal educational opportunities for disadvantaged students; education and the world of work; "nontraditional" students; international education--languages and cultures; and dissemination and implementation) and assesses NIE sponsored research in these categories from 1973 to 1983. After describing NIE's organizational structure, part two reviews 1981-82 grants and awards focusing on research priorities, equity studies, desegregation studies, and bilingual education research. Problems with research jargon, inappropriate research, and the impact of research are reported. It is concluded that educational research funds went into ideological projects to promote social cure-alls, rather than to address the nation's educational needs. Attempts by NIE leadership to change the course of research were hampered by the prior awarding of long-term grants. Appendices contain: (1) Fiscal Years 1981 and 1982--Summary of Expenditures; (2) Recipients of NIE Grants/Contracts; (3) Awards Listed Individually; and (4) Expenditures--U.S. Department of Education, Fiscal Years 1975, 1981, and 1982. (BS)

ED 275 768 TM 860 686

Rembold, Karen L.; Yussen, Steven R.
Interaction of Knowledge, Learning, and Development. Report from the Project on Metacognitive Aspects of Prose Comprehension, Program Report 86-8.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- WCER-PR-86-8
PUB DATE- Jul 86
NOTE- 40p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Learning; Age Differences; Behaviorism; *Cognitive Development; *Cognitive Processes; Learning Processes; *Learning Theories; Literature Reviews; Metacognition; Piagetian Theory; *Prior Learning; Problem Solving; Psychological Studies
IDENTIFIERS- *Domain Specifications

The purpose of this paper is to review the relevant evidence concerning the relationship between knowledge and its effect on learning, with an end to answering the questions: (1) How important is knowledge to learning? and (2) How does the relative importance of knowledge change with development? The paper is divided into three main sections: evidence for domain-specific learning, evidence for domain-independent learning, and implications for developmental theory. The domain-specific section uses evidence from three areas of research to show that previously acquired knowledge affects the learning of subsequent, related information. In the section on domain-independent learning, it is argued that at least some aspects of learning may be relatively domain independent. This argument is supported by demonstrating that training children to use metacognitive skills allows the transfer of these skills from one domain to another. In the last section, three prominent developmental theories (learning theory, Piagetian theory, and the "capacity" theory of information processing) are examined. A knowledge-based theory is presented to explain development in terms of the amount of factual and strategic knowledge that an individual has acquired. The theory argues that it is the unequal distribution of this knowledge that accounts for the apparent differences in children's and adult's reasoning processes. An eight-page reference list concludes the document. (JAZ)

Szabo, S. E.; And Others
Teaching Abstract Concepts in Sociology.
PUB DATE- Oct 86
NOTE- 19p.; An earlier version of this paper was presented at the Annual Meeting of the American Sociological Association (Detroit, MI, August 31-September 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Structures; Cognitive Tests; *Critical Thinking; Higher Education; Logical Thinking; Piagetian Theory; *Problem Solving; *Sociology

IDENTIFIERS- Piaget (Jean); *Test of Logical Thinking (Tobin and Capie)

Students and instructors may be frustrated with students' lack of understanding of sociological concepts. We suggest that the difficulty of teaching and learning sociology is that sociological concepts and relationships require the use of abstract reasoning patterns. Many students are unaccustomed to using these abstract reasoning patterns. We use the Piagetian cognitive development theoretical rationale to discuss abstract thinking, offer a suggestion for measuring students level of abstract reasoning, and provide an instructional strategy to teach abstract concepts in sociology. (Author)

Rooze, Gene E.
Strategies for Teaching Students to Process Information Using Databases.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (66th, New York, NY, November 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Computer Assisted Instruction; *Computers; *Databases; Elementary Education; *Social Studies; Teaching Methods
IDENTIFIERS- *Direct Instruction; *Taba (Hilda)

The database management system or computerized database is an important tool for teaching thinking in the social studies. But what the teacher does to teach the student about databases, to use prepared databases, to organize their data, to direct their research, and to draw conclusions using this teaching device is just as important. The Direct Teaching Strategy and Hilda Taba's Concept Development and Interpretation of Data Strategies provide a structure that can help students understand prepared databases, group their own information, identify information fields, find relationships, identify cause and effect, compare and contrast data drawn from different sources, draw conclusions on data, and evaluate those conclusions. (BZ)

ED 275 666 SP 028 252

Finkelstein, Harold
The DLI Inservice Model for Instruction in Basic Skills & Other Subjects.
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Delivery Systems; Discovery Learning; Elementary Secondary Education; *Group Dynamics; Models; *Staff Development

The Discovery Learning, Inc. (DLI) process of instruction is an instructional delivery system that combines presentations of ideas, subject matter, and classroom management in a dynamic setting. The first component of the model is a blending of directed dialogue instruction, participation-generating techniques, and innovative presentations of standard topics. The second component is the mechanism for teaching the system to teachers and strengthening their content knowledge base. It is shared through an intensive teaching workshop, an appropriate content course, follow-up visits, meetings, and peer and self evaluation. The third component consists of five parts: (1) introduction (from below and above); (2) acceptance (from demonstrations and discussions as well as self-identified local needs assessments); (3) use (theory, practice and follow-up); (4) broadcasting (teacher-training-teachers and school district full adoption); and (5) evaluation by school district. Proper documentation and evaluation as the model develops and changes are critical components. All major activities are videotaped. Quality tapes are created and used to introduce and explain the model to those interested in adopting and implementing it. (JD)

ED 275 696 TM 860 571

The Redesign of Testing for the 21st Century: Proceedings of the 1985 ETS Invitational Conference (46th, New York, New York, October 26, 1985).

Educational Testing Service, Princeton, N.J.

PUB DATE- 86

NOTE- 107p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; Cognitive Psychology; Computer Assisted Testing; Educational Research; Educational Technology; *Educational Testing; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; *Measurement Objectives; Psychological Studies; *Research Utilization; Testing Problems; *Test Use

IDENTIFIERS- Pittsburgh School District PA

Future issues in educational and occupational testing were discussed at the 1985 Educational Testing Service (ETS) Invitational Conference. Gregory R. Anrig, ETS President, predicted that advances in cognitive psychology and technology would influence tests to serve individuals more than institutions, to help individuals learn and succeed, and to guide instruction on a continuing basis. The ETS Award for Distinguished Service to Measurement was presented to Paul Horst for his work in differential prediction, and for his contributions to psychological measurement, factor analysis, and the Psychometric Society. Nine papers were presented: (1) Changing Schools and Testing: An Uneasy Proposal by Theodore R. Sizer; (2) Cognitive Research and Future Test Design by Earl Hunt; (3) Measurement Research That Will Change Test Design for the Future by William C. Ward; (4) Technology Advances That May Change Test Design for the Future by Dorothy K. Deringer; (5) The Integration of Instruction and Testing by Robert Glaser; (6) Redirecting a School District Based on the Measurement of Learning Through Examinations by Richard C. Wallace, Jr.; (7) Barriers to New Test Designs by Robert L. Linn; (8) Technological Literacy as Means and Ends by Edward A. Friedman; and (9) The Perils and Promises of New Tests and New Technologies: Dick and Jane and the Great Analytical Engine? by George F. Madaus. (GDC)

ED 275 782 UD 025 199

McKay, Emily

An Introduction to Policy Analysis from an Hispanic Perspective.

National Council of La Raza, Washington, D.C.
PUB DATE- Aug 85
NOTE- 12p.
AVAILABLE FROM- National Council of La Raza, 20 F Street, N.W., 2nd Floor, Washington, DC 20001 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activism; *Decision Making; *Evaluation Methods; Evaluation Utilization; *Hispanic Americans; Legislation; Lobbying; *Policy Formation; *Political Influences; *Political Issues; Position Papers

Up until now Hispanics have not gotten involved in the policy analysis field. By learning to specifically assess the actual or potential impact of alternate policies or programs, it will be possible to help decision makers adopt policies which are more equitable to Hispanics. The following steps may help an individual carry out policy analysis: (1) broadly define the policy analysis topic and scope, including subpopulation, alternatives, impacts, and basis of comparison; (2) identify sources of written information or data bases which can be used in the analysis; (3) identify contacts and use them to obtain additional written information and verbal analyses of issues; (4) use the information you have obtained to frame the issues and clearly specify the methods to be used in carrying out the policy analysis; (5) outline the sections of the report you will be preparing, including introduction, background, issues, alternatives and implications, conclusions and recommendations; (6) carry out the policy analysis, following the steps described in the "Alternatives and Implications" section outline; and (7) prepare one or more policy analysis reports based on findings and prepare to disseminate them appropriately. (PS)

ED 275 681 SP 028 330

Farrell, Tracy J.
Munch with Munch. Nutrition Comes Alive. Level K. Nutrition Educator's Guide and Work Sheets, Letters to Parents, Recipes. Revised Edition.
State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.
SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 85
NOTE- 94p.; For related documents, see SP 028 330-336.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Eating Habits; *Kindergarten; *Nutrition Instruction; Physical Health; Primary Education; Self Care Skills

This guide provides a nutrition education program for elementary school students that spans kindergarten through Grade 3 as well as providing activities for specific levels. Nutrition education objectives are stated for each grade level: (1) kindergarten--students will become familiar with and motivated to eat a variety of foods; (2) grade one--students will appreciate the importance of nutritious foods to promote growth; (3) grade two--students will recognize that choosing appropriate foods and being physically fit will benefit their health; and (4) grade three--students will understand that food choices are influenced by physical, cultural, and economic factors. An explanation is given of what the students should understand about the objective for each level. Class activities for the kindergarten level attempt to: (1) familiarize students with the physical characteristics of foods; (2) introduce students to different nutritious foods; and (3) help teach students that some foods are better than others for health. A supplement to this guide contains worksheets, letters for parents, and recipes. (JD)

ED 275 739 TM 860 653

Buchanan, Anne E.; Romberg, Thomas A.

Data Collection Procedures and Descriptive Statistics for the Grade Two (Fall) Achievement Monitoring Tests (Baseline, S-4, S-5 and S-6), Coordinated Study No. 1. Working Paper No. 319. Report from the Project on Studies in Mathematics.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 82
NOTE- 386p.; For a related document, see TM 860 623.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Addition; Behavioral Objectives; Cognitive Ability; Data Collection; *Elementary School Mathematics; Grade 2; Longitudinal Studies; Mathematical Formulas; *Mathematics Skills; *Mathematics Tests; Number Concepts; Primary Education; *Problem Solving; Scores; Subtraction; Test Manuals; *Word Problems (Mathematics)

This paper is the second of a series of four reports that document the achievement monitoring component of a three-year study on the acquisition of addition-subtraction problem-solving skills by young children. A set of performance objectives contained in or ancillary to 10 instructional units on sentence-writing for verbal problems and algorithms specified test content. Tests measuring group progress toward these objectives were administered after each unit. Data for the tests given after the three units covered in the fall semester of grade 2 are presented in this paper. The scores for each objective, developed using matrix sampling procedures, indicated satisfactory progress on all but three objectives for which mastery had been expected. These objectives involved sentence-writing for the numbers 0-20. Performance on the other objectives was generally satisfactory and in fact frequently surpassed expectations relative to instruction, particularly for objectives associated with the numbers 0-99. Administrator's manuals and student tests forms R, S, & T; item statistics; and performance by objective are included in the appendices. (Author/JAZ)

ED 275 797 UD 025 221

Meyer, Linda L.

Chapter 1 Teacher's Handbook 1986-87.
Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
PUB DATE- 86
NOTE- 108p.; For related document, see UD 025 217.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Compensatory Education; Elementary Education; *Exceptional Persons; *Learning Modules; Parent Participation; Reading Improvement; *Remedial Mathematics; Remedial Programs; *Remedial Reading; Transitional Programs
IDENTIFIERS- *Danville Public School District IL; Education Consolidation Improvement Act Chapter 1

The handbook contains rules and regulations governing the Chapter 1 Reading and Math Improvement Program in the Danville, Illinois, Community Consolidated School District #118. Included are copies of questionnaires, profile blanks, reports, record cards and all other forms necessary for running the program. The guide covers the following topics: (1) activities time line for the 1986-87 school year; (2) students; (3) teacher/staff; (4) testing; (5) parent involvement; (6) needs assessment; (7) evaluations; (8) ordering; (9) reading lab program; (10) transitional first grade program; (11) questions and answers about Chapter 1; and (12) Chapter 1 application. (PS)

ED 275 588 SO 017 595

Dewey, Donald O.
Never Has Russia Stood So High: "The New York Times'" Assessment, 1941-1942.
PUB DATE- 86
NOTE- 35p.; For a related document, see SO 017 594.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Foreign Countries; *International Relations; *Journalism; *Press Opinion; *Public Opinion; *War
IDENTIFIERS- *New York Times; *USSR; World War II

In many respects the 18 months from June 1941 to December 1942--from the German assault on Soviet Russia to the conclusion of the first year of actual United States participation in World War II--was a brief interval of realism in the United States perception of the Soviet Union. The editorialists of "The New York Times" (probably the most influential newspaper in the United States) were in accord with public sentiment in regarding the military cooperation of the Soviet Union as a blessing offered as a result of expediency and, therefore, as something to be accepted with the same expedient outlook. The heroic defense of Stalingrad late in 1942 gave both the Russian people and the Soviet regime higher status in the eyes of the United States public. Henceforth, "The New York Times" editorials were devoted to researching and presenting similarities between the Soviet Union and the United States rather than differences. Since sentiment marched steadily from opposition to support--from hatred to idealization--it was questionable whether the United States was realistic in its international affairs during the 18 months under consideration. (BZ)

ED 275 633 SP 028 167

Major Reports on Teacher Education: What Do They Mean for States?
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Oct 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- College School Cooperation; *Educational Change; Government Role; Higher Education; *Preservice Teacher Education; Program Costs; Program Length; *Research Reports; State Government; Teacher Supply and Demand
IDENTIFIERS- Excellence in Education

This brief report considers implications for states of the major reports on teacher education. Recommendations are highlighted from the Southern Regional Education Board's report "Improving Teacher Education: An Agenda for Higher Education and the Schools" and compared to recommendations in reports from the American Association of Colleges for Teacher Education ("A Call for Change in Teacher Education"), the Carnegie Forum on Education and the Economy ("A Nation Prepared"), and the Holmes Group ("Tomorrow's Teachers"). Issues discussed include: (1) 4 vs. 5 years for teacher preparation programs; (2) the revitalization of undergraduate education; (3) school involvement; (4) costs; (5) credentials and teacher performance; (6) state and national roles; (7) effect on teacher supply; and (8) several alternatives vs. a single approach. Among the conclusions is the fact that all reports agree that a change in teacher education is needed and that these changes should be monitored and evaluated closely to ensure that the appropriate direction is taken. (CB)

ED 275 650 SP 028 229

Howe, Kenneth R.
Ethics for Teachers: A Synopsis of Needs, Goals, Teaching Methods, and Curricular Arrangements.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Needs; Educational Objectives; *Ethical Instruction; Higher Education; *Moral Values; *Preservice Teacher Education; Teacher Education Curriculum; Teaching Methods; *Values Education

Interest in explicitly incorporating a consideration of ethical issues into teacher education is on the rise. A parallel development has been underway in other areas of professional education, especially medicine and nursing, over the past decade and a half. Borrowing from the field of applied and professional ethics generally, this paper addresses the four central issues of needs, goals, teaching methods, and curricular arrangements as they apply to ethics for teachers. Several anticipated misconceptions and sources of resistance are discussed, and suggestions are offered regarding the shape that ethics for teachers curricula should take. (Author)

ED 275 711 TM 860 623

Buchanan, Anne E.; Romberg, Thomas A.
Data Collection Procedures and Descriptive Statistics for the Grade One Achievement Monitoring Tests (Baseline, S-1, S-2, and S-3), Coordinated Study No. 1. Working Paper 316. Report from the Project on Studies in Mathematics.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 82
NOTE- 364p.; For a related document, see TM 860 653.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Addition; Data Collection; Educational Objectives; *Elementary School Mathematics; Grade 1; Item Analysis; Longitudinal Studies; *Mathematics Skills; *Mathematics Tests; Number Concepts; Primary Education; *Problem Solving; Scores; Subtraction; Test Manuals; *Word Problems (Mathematics)

As part of a 3-year study of arithmetic problem-solving skills in young children, pretests were administered to 180 middle class first grade students. Following each of three instructional units, another achievement test was administered. The three first grade units corresponded to the Developing Mathematical Processes curriculum and involved mathematical sentence writing. The goal of the set of 10 instructional units, to be conducted over the 3-year period, was for children to develop efficient problem-solving behavior in addition and subtraction problem situations. Skills leading to this behavior were the ability to symbolize verbal problems in the form of written addition or subtraction sentences, to retrieve addition and subtraction facts, and to use addition and subtraction algorithms. Mastery of each of the instructional objectives was expected at definite times during the sequence. Matrix sampling was used to divide students into three test groups; test reliability was acceptable in all three groups and difficulty equivalent. Results indicated that students demonstrated mastery of all prerequisite instructional objectives and made satisfactory progress on the instructional topics. (Over half of this document contains sample test items, testing instructions, and item statistics.) (GDC)

ED 275 754 TM 860 671

Perry, Katye M., Ed.; And Others
State-Mandated Student Assessment Programs: An Examination of the Issues. Proceedings of a Teleconference (October 3, 1985) and a Conference of National and State Educators (Stillwater, Oklahoma, October 4, 1985).
Oklahoma State Univ., Stillwater. Coll. of Education.
PUB DATE- Oct 85
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Achievement Tests; Basic Skills; Educational Economics; Educational Policy; *Educational Testing; Elementary Secondary Education; *Minimum Competency Testing; *State Legislation; State Programs; State Standards; *Testing Problems; *Testing Programs; *Test Use
IDENTIFIERS- Florida; Oklahoma

These combined proceedings summarize presentations of two conference programs designed to address state-mandated student achievement issues. Dr. Terrel Bell delivered the keynote speech at a teleconference focusing on a broad perspective of competency testing. He discussed testing problems, as well as positive aspects such as comparison, diagnosis and improvement, and public support. A second program presented in the format of a conventional all-day conference, addressed educational, political, philosophical, and psychometric implications of state-mandated assessment programs. Beverly L. Anderson discussed the use of testing for school improvement. David S. Lane, Jr. described the implications of state-level testing on the classroom system. David Yellin also discussed educational implications, such as increased emphasis on basic skills testing which does not put enough emphasis on other educational challenges. Joseph R. Weaver discussed political and financial implications, such as the funding of effective programs.

William E. Camp discussed the costs of testing in Oklahoma and other states. Philosphical concerns, such as problems for minority or special students, were raised by Daniel Selakovich. Kay Sather Bull also discussed philosophical implications, such as deciding what should be taught. Janie L. Hall listed a number of practical reservations about minimum competency testing. Psychometric concerns such as scoring, test length, reliability, validity, and standards were reviewed by Dianna Newman. Thomas H. Fisher described Florida's testing experience, and Carolyn W. Smith described Oklahoma's program. (GDC)

ED 275 603 SO 017 657

Parker, Walter C.
The Social Studies Teacher as Curriculum Agent.
PUB DATE- 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Ethnography; Phenomenology; *Social Studies; *Teacher Influence; Teacher Participation; *Teacher Role
IDENTIFIERS- Critical Analysis; *Hermeneutics

The paper describes the role of teachers as mediators of the social studies curriculum. The first section summarizes the literature on teacher cognition and describes the hermeneutic, or methodological, turn in that literature. The second section describes teachers as curriculum agents--that is, as professionals who bring intellectual and moral agency to their work with children, social studies, and schooling. This description is largely historical, emphasizing the rise of the technical idea of practice against which the notion of teacher-as-agent is clearly brought to light. The third section provides three examples of inquiry on teachers' mediation. These include ethnography, phenomenology, and critical analysis. An extensive reference section is included. (TRS)

ED 275 618 SO 017 738

Carwile, John; Zack, David R.
Current Issues: Critical Issues Confronting the Nation and the World. 1987 Edition.
Close Up Foundation, Arlington, VA.
REPORT NO.- ISBN-0-932765-05-X
PUB DATE- 86
NOTE- 338p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, Virginia 22202 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reference Materials - General (130)
DESCRIPTORS- Agriculture; Civil Rights; Crime; Economic Climate; Education; Energy; *Environment; *Foreign Countries; *Foreign Policy; Higher Education; Immigrants; *International Trade; Medical Care Evaluation; *National Defense; Nuclear Technology; *Social Services; World Affairs
IDENTIFIERS- Central America; Middle East; South Africa; USSR

This annual publication seeks to inform interested readers about important concerns of currently confronting the United States. An introduction provides: a brief discussion of individuals in the Reagan Administration; a list of the leadership positions and committees in the 100th Congress--the reader must fill in the person for each position; a description of the Supreme Court; and a discussion of the Federal Budget process. Each chapter provides basic background information, identifies key questions, and gives arguments on several sides of the issue. Domestic policy chapters are: The Economy, Education, Civil Rights, Social Programs, Health Care, Immigration, Energy, Environment, Agriculture, and Crime. The foreign policy chapters are: The Soviet Union, Defense, Central America, The Middle East, International Trade, Western Europe, Nuclear Proliferation, World Poverty and U.S. Foreign Aid, South Africa, and China. (BZ)

ED 275 725 TM 860 639

Lockwood, Robert E.; And Others

Theoretical Assumptions and Situational Constraints in the Standard-Setting Process.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criterion Referenced Tests; *Cutting Scores; Error of Measurement; High Schools; Minimum Competency Testing; Sampling; *Scores; *Standards; *Statistical Bias; Statistical Distributions; *Test Theory
IDENTIFIERS- *Alabama High School Graduation Examination; *Standard Setting

Standards, passing scores, or cut scores have been seen as an element of criterion-referenced tests since their introduction. This paper discusses at least two issues surrounding the establishment of cut scores which appear to need clarification: (1) the theoretical definition of a cut score; and (2) decisions which must be made in selecting a procedure within a particular context. Examples from a state testing program show how the theoretical definition of a cut score affects the standards set and why various

procedures were selected in specific contexts. (LMO)

ED 275 769 TM 860 687

Keefe, James W.; And Others

Learning Style Profile.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- 86
NOTE- 44p.; For the examiner's manual, see TM 860 688.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($25.00 for package of 35).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; *Cognitive Style; *Cognitive Tests; Educational Testing; Elementary Secondary Education; Learning Strategies; *Psychological Testing
IDENTIFIERS- *Learning Style Profile

This 126-item test, the Learning Style Profile, was designed to assess 23 scales involving learners' cognitive skills, as well as emotional and environmental study preferences such as noise and temperature. It contains both verbal and pictorial items. The test was designed for sixth- through twelfth-grade students and has a readability level suitable for grades 5-6. Although the test is not timed, students should be able to complete it in one class period. This booklet contains the 126 items and instructions to the examinee. (GDC)

Solorzano, Daniel
Educational and Occupational Aspirations and Attainment for Latino Parents and Students. Summary of Research and Selected Tables.
PUB DATE- 86
NOTE- 11p.; Paper presented at the National Council of La Raza Conference Education Institute for Hispanic School Board Members (Los Angeles, CA, July 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Cultural Influences; Educational Attainment; Elementary Secondary Education; Goal Orientation; *Hispanic Americans; *Occupational Aspiration; Outcomes of Education; *Parent Aspiration; Parent Influence; *Social Mobility; Student Educational Objectives
IDENTIFIERS- *Job Expectations; Parent Expectations; Upward Influences

Research showing a lack of upward social mobility for most Hispanics in the United States sometimes blames Hispanic parents and culture for the failure. According to the Wisconsin Status Attainment Model, parents' and students' aspirations are important predictors of educational and occupational attainment. In contrast, statistics summarized in this report show that, after controlling for social class, Hispanics have higher educational aspirations for their children than white parents. Hispanic and White students of both sexes have similar aspirations. But the high aspirations of Hispanics do not translate into more education or higher status occupations. Hispanic males and females are disproportionately found in the lower status occupations when compared to Whites. The difference between expectation and attainment is greater for those whose parents are of Hispanic origin. These findings question the reliability of the "cultural deficit" and Wisconsin model in explaining the educational and occupational attainment of Hispanics. The following questions are raised for further study: (1) what school characteristics and processes affect the educational attainment of Hispanics? (2) what is the effect of those unfulfilled dreams on the individual and society? and (3) what are the schools' policy options for overcoming this mismatch? Thirty-four references are cited. (PS)

ED 275 651 SP 028 233

Wieseman, Robert A.; Portis, Sarah C.
Enhancing the Educational Process for Teachers.
PUB DATE- Feb 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Ethnic Stereotypes; Higher Education; *Interpersonal Competence; *Multicultural Education; Preservice Teacher Education; *Program Development; Social Attitudes; *Teacher Attitudes; *Teacher Education Programs; Teacher Student Relationship

Teacher education programs at Auburn University at Montgomery (Alabama) provide courses on multicultural education and personal relationship skills to develop in their students an understanding and sensitivity to ethnic bias and stereotyping in dealing with a culturally diverse classroom. The undergraduate component of the course acquaints students with the diverse populations in American society, the prejudices against these groups and the racial and ethnic stereotypes that permeate our society. The graduate component offers three courses on education in culturally diverse environments, curriculum in multicultural environments, and methods of teaching in multicultural environments. The personal relationships skills components focus upon developing a positive self-concept, and personal interactions in the classroom at the undergraduate level. An elective course at the graduate level stresses conceptual and practical familiarity with specific approaches and techniques designed to enhance the total development of school children. An evaluation of the effectiveness of these courses indicated that they are having an impact on the ethnic attitudes of perspective teachers. (JD)

ED 275 667 SP 028 253

Freedman, Sara; And Others

The Effect of Teaching on Teachers.

North Dakota Study Group on Evaluation, Grand Forks.; North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Feb 86
NOTE- 69p.; Document contains light type.
AVAILABLE FROM- North Dakota Study Group, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Elementary Education; *Elementary School Teachers; Females; *Institutional Characteristics; Job Satisfaction; Self Esteem; *Teacher Attitudes; Teacher Burnout; Teacher Effectiveness; *Teaching (Occupation); Teaching Experience

This monograph presents the findings of a research project that sought to analyze the relationship between teachers' work experiences over the course of their careers within specific institutional structures and their perceptions of the meanings of these work experiences to their self-esteem, sense of job satisfaction, and sense of efficacy. The choice of subjects was limited to women elementary school teachers because the working conditions and role expectations of elementary school teachers differ significantly from teachers of secondary students. Two interview groups were selected according to length of teaching career: half taught under 15 years, half over 15 years. The teachers in the over-15-years-of-service group represented that group of teachers with which the stereotypes of female elementary school teachers are most associated. The frequently negative nature of these stereotypes represents the kind of teacher with whom younger teachers are most afraid of being identified. This perception on the part of the younger teachers is a key element in their feelings toward the profession. Comparing the responses of the two groups of subjects illuminates how age and length of service are reflected in teachers' experiences and perceptions. The focus of the study was on 25 subjects. Interviews were conducted using the Interview Guide, which identified areas of concern to be explored. A narrative discussion on the project includes direct quotations from the subjects on their feelings and perceptions. (JD)

ED 275 682 SP 028 331

Farrell, Tracy J.
Let's Go Exploring. Nutrition Comes Alive. Level 1. Nutrition Educator's Guide and Work Sheets, Letters to Parents, Recipes.

Revised Edition.
State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.
SPONS. AGENCY- New York State Dept. of Health, Albany.
PUB DATE- 85
NOTE- 100p.; For related documents, see SP 028 330-336.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Eating Habits; *Grade 1; *Nutrition Instruction; Physical Health; Primary Education; Self Care Skills

This guide provides a nutrition education program for elementary school students that spans kindergarten through Grade 3 as well as providing activities for specific levels. Nutrition education objectives are stated for each grade level: (1) kindergarten--students will become familiar with and motivated to eat a variety of foods; (2) grade one--students will appreciate the importance of nutritious foods to promote growth; (3) grade two--students will recognize that choosing appropriate foods and being physically fit will benefit their health; and (4) grade three--students will understand that food choices are influenced by physical, cultural, and economic factors. An explanation is given of what the students should understand about the objective for each level. Three sections of proposed class activities that encourage students to appreciate the importance of nutritious foods are offered for Grade 1. Section 1 establishes that all living things need food for growth and engery. The next section explores the different plant and animal sources of food. The final section promotes consumption of foods high in protein and calcium. A supplement to this guide contains worksheets, letters for parents, and recipes. A Spanish translation of the letters for parents is provided. (JD)

ED 275 697 TM 860 572

Ragosta, Marjorie; Kaplan, Bruce A.
A Survey of Handicapped Students Taking Special Test Administrations of the SAT and GRE. Report No. 5, Studies of Admissions Testing and Handicapped People.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- College Entrance Examination Board, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-86-5
PUB DATE- Feb 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; *College Entrance Examinations; Difficulty Level; *Disabilities; *Educational Testing; Graduate Study; Hearing Impairments; Higher Education; Learning Disabilities; Physical Disabilities; *Response Style (Tests); *Test Bias; Visual Impairments
IDENTIFIERS- Graduate Record Examinations; Scholastic Aptitude Test

The Survey of Special Test Administrations was administered to people with disabilities concerning their responses to special testing accommodations, both for college testing and for the Scholastic Aptitude Test (SAT) and Graduate Record Examinations (GRE). The questionnaires were developed to evaluate testing accommodations for disabled people and to obtain information on the kinds of disabilities within categories of handicap. Although there are limitations due to a poor response rate and small subgroups of respondents, the study reported high overall satisfaction with special testing accommodations. The complaints of a small minority of respondents involved the test itself and the conditions of testing, including time and space considerations. In addition, the accommodations made for the SAT or GRE were compared with accommodations provided for other college tests. The standardized tests were offered in special versions and with extra time more frequently than were college tests. Four disability groups--hearing impaired, learning disabled, physically handicapped, and visually impaired--were found to be worthy of additional study. Age of onset of the disability was an interesting factor. Distinguishing categories were found for all disability groups except learning disabled. The GRE and SAT questionnaires and data tables are appended. (Author/GDC)

ED 275 740 TM 860 654

Resnick, Lauren B.
Cognition and Instruction: Recent Theories of Human Competence and How It Is Acquired.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1986/6
PUB DATE- Jun 86
NOTE- 66p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Association (Psychology); *Cognitive Ability; *Cognitive Processes; *Cognitive Psychology; *Competence; Educational Research; *Epistemology; Instruction; Intelligence; Language Processing; Learning Processes; Mathematics Skills; Metacognition; Problem Solving; Reading Processes; Research Methodology; Schemata (Cognition); *State of the Art Reviews; Teaching Methods

This paper outlines the current state of knowledge about how intellectual competence is acquired. Implications resulting from recent changes in the psychology of learning and development are beginning to revitalize the science of learning and instruction. Four broad topics illustrate the links between instructional experiments, fundamental research on learning and thinking, and potential applications to the science of instruction: (1) understanding natural language; (2) learning to read; (3) developing mathematical competence; and (4) problem solving, intelligence, and learning abilities. Major themes emerging from research in language processing indicate that prior knowledge is essential in constructing meaning for a new text and that the construction of meaning centrally involves inference. Two main themes in reading research are emphasized: (1) the active interplay between expectations and the visual stimuli of printed words; and (2) the central role of automatic processes of word recognition. Special problems arise when analyzing mathematics as a domain of cognition and learning, including organizing schemata, recognizing persistent and systematic errors, and linking symbols and their referents. Recent work in problem solving is focused on performance in information-rich domains. There has been considerable effort in recent years to reanalyze the constructs of intelligence and aptitudes in terms of cognitive processes and constructs, including metacognitive skills. Directions for further research are suggested. (LMO)

ED 275 798 UD 025 222

Arnson, Beth; Trauba, Bonita
Chapter 1 Kindergarten Program.
Superior School District, WI.

PUB DATE- 15 Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; *Disadvantaged Youth; High Risk Students; *Kindergarten Children; *Language Acquisition; Mainstreaming; Parent Participation; *Prereading Experience; Primary Education; *Reading Instruction; Skill Development; Transitional Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Superior School District WI

The Chapter 1 district program for Superior, Wisconsin, is described in terms of the following: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods, and approaches; (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewarding and recognizing excellence; and (15) using evaluation results for project improvement. Fifty-nine percent of the Chapter 1 Kindergarten students moved on to the first grade after a year, and needed no further Chapter 1 services. (PS)

ED 275 634 SP 028 168

Sutton, James H.

The Ideological Basis of Teacher Organization or Why We Do What We Do.

Iowa State Education Association, Des Moines.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ideology; *Political Attitudes; Power Structure; *Professional Autonomy; *Sex Bias; Social History; *Teacher Associations; *Unions

An attempt to explain the behavior of local, state and national teacher organizations by reference to the ideological basis for their activities, this paper links professionalism and excellence to previous organizational activity and demonstrates their continuity. Significant topics include the professionalization of teaching amid societal attempts to deprofessionalize other professions, such as medicine and law, in response to corporate pressure; residual effects of Puritanism; and the feminization factor in the trivialization of teaching within a corporate, as opposed to collegial, context. (Author/JD)

Abrahamsson, Ulla B.
Implicit Messages to Teen-Aged Viewers.
12p. 1mf. L1 ED 275 398

Acampora, Alfonso P., Ed.
Adolescent Services & the TC. Chapter 6.
27p. 1mf. L1 ED 274 907
AIDS, Alcohol & Health Care. Chapter 4.
44p. 1mf. L1 ED 274 905
Bridging Services: Drug Abuse, Human Services and the Therapeutic Community. Proceedings of the World Conference of Therapeutic Communities (9th, San Francisco, California, September 1-6, 1985).
338p. 4mf. L1 ED 274 902
Drug Abuse & the Criminal Justice System. Chapter 7.
19p. 1mf. L1 ED 274 908
Drug Education & Prevention. Chapter 9.
41p. 1mf. L1 ED 274 910
International Perspectives. Chapter 2.
19p. 1mf. L1 ED 274 903
Management Issues & Innovation. Chapter 10.
35p. 1mf. L1 ED 274 911
Mental Health and the TC. Chapter 5.
73p. 1mf. L1 ED 274 906
TC Research: State of the Art. Chapter 3.
41p. 1mf. L1 ED 274 904
Women, Family Systems & the TC. Chapter 8.
31p. 1mf. L1 ED 274 909

Acker, Stephen R.
Designing the Group Use Videodisc: Socializing Communication Technology.
23p. 1mf. L1 ED 275 015

Ackerman, Debra
Personnel Training: Federal and California State Mandates Pertaining to the Vocational Education of Handicapped Youth. Module 1.
22p. 1mf. L1 ED 275 115

Adachi, Mitsuo
Teacher Testing and the Pacific Areas.
18p. 1mf. L1 ED 275 648

Adams, John H.
Environmental Agenda for the Future.
157p. 2mf. L2 ED 275 495

Adlin, Sheryl
Governor's Day Care Partnership Project. Final Report.

Cooley, Van E. *(Continued)*
Staff Development in Varied U.S. Geographical Regions: A Study of Attitudes and Practices.
14p. 1mf. L1 ED 275 653

Cooper, Carolyn
Parent Involvement in the Diagnostic Assessment of Children.
16p. 1mf. L1 ED 275 457

Corcoran, Thomas B.
Search for Successful Secondary Schools: The First Three Years of the Secondary School Recognition Program.
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